THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

OISE BULLETIN 1968-1969

GRADUATE DEGREES IN

EDUCATION

UNIVERSITY OF TORONTO

Please address inquiries concerning graduate studies in education to:

Coordinator of Graduate Studies,
The Ontario Institute for Studies
in Education,
102 Bloor Street West,
Toronto 5, Ontario,
Canada.

Cable address: OISETOR.

The student should bring this Bulletin to Registration. No assurance can be given that additional copies will be provided at that time.

The Bulletin of the Institute is published some months before the opening of the session. Staff, courses, regulations, and fees are expected to be as announced, but the Institute reserves the right to make changes.

D. F. BURRILL

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1968-1969

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OISE BULLETIN 1968-1969

THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

GRADUATE DEGREES IN EDUCATION

UNIVERSITY OF TORONTO

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Academic Calendar

1968

March 1	Application for Admission forms for the Summer Session available from this date on
March 1	Applications for Graduate Assistantships should be submitted by this date
March 31	Last date for receipt of Application for Admission forms for the Summer Session
April 1*	Final date for submission of the thesis topic or field of research in the second year of the three-year Ph.D. program
April 12	Good Friday
April 19	Last day of lectures, Regular Session
April 22-27	Examinations, Regular Session
May 6*	Final date for submission of recommendations for the awarding of degrees at the Spring Convocation
May 8†	Last possible date for Senate final oral examinations for Ph.D. degrees to be conferred at the Spring Convocation
June 6-7	Spring Convocation
June 15	Last date for receipt of Application for Admission forms for the Regular Session (except for after-hours students)
July 2	Summer Session Registration
July 3	First lectures of the Summer Session
July 6	This is the only Saturday on which lectures will be scheduled for the Summer Session
July 9	Fees: if Summer Session fees remain unpaid as of this date, the student will be considered as having withdrawn
July 20	Last day for receiving applications from part-time students for 1968-69 after-hours classes; this applies to courses for both the first and second half-years of the 1968-69 Regular Session

August 1	Under exceptional circumstances only, Application for Admission forms for September Regular Session Registration may be considered as late as this date
August 7	Last day of lectures, Summer Session
August 8-9-10	Examinations, Summer Session
September 23	Regular Session Registration, 10:00 a.m.
September 30	Lectures begin
October 5	Fees: any student whose fees are not received at the Chief Accountant's Office by this date must pay a late payment fee of $10 plus $1 per day of delay beyond that to a maximum of $20
October 14	Thanksgiving Day; no lectures
October 24*	Final date for submission of recommendations for degrees to be awarded at the Fall Convocation
October 31†	Last possible date for Senate final oral examinations for Ph.D. degrees to be conferred at the Fall Convocation
November 5	Fees: if fees remain unpaid as of this date, the student will be considered as having withdrawn
November 22	Fall Convocation
December 20	Last day of lectures before Christmas

1969

January 6	Lectures resume
January 13	Courses scheduled for the second half-year begin
January 13-14	Examinations in courses completed in the first half-year
January 15*	Students who hold dual registration as candidates for both the Master's (except Phil.M.) and the Ph.D. degree must be recommended for the Master's degree before this date if they are to receive Ph.D. residence credit for the year ‡
January 31*	Final date for reclassification of Special Students to degree candidacy
January 31*	Final date for recommendations for degrees to be awarded by the Senate in February

March 1	Application for Admission forms for the Summer Session available from this date on
March 1	Applications for Graduate Assistantships should be submitted by this date
March 31	Last date for receipt of Application for Admission forms for the Summer Session
April 1*	Final date for submission of the thesis topic or field of research in the second year of the three-year Ph.D. program
April 4	Good Friday
April 18	Last day of lectures, Regular Session
April 21-25	Examinations, Regular Session
May †	Last possible date for Senate final oral examinations for Ph.D. degrees to be conferred at Spring Convocation (to be announced)
May*	Final date for submission of recommendations for the awarding of degrees at the Spring Convocation (to be announced)
May 30-June 6	Spring Convocation
June 15	Last date for receipt of Application for Admission forms for the Regular Session (except for after-hours students)

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* These are School of Graduate Studies' final dates. The information must be submitted to the Coordinator of Graduate Studies, OISE, at least one week before date shown in order to allow for processing and forwarding to the School of Graduate Studies.

† Arrangements must be made through the Coordinator of Graduate Studies, OISE, at least six weeks before this date.

‡ A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under very exceptional circumstances and then only by prior agreement at the time of the candidate's acceptance.

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CARL BEREITER, *Ph.D. (Wisconsin)*
Professor

JOANNA BOEHNERT, *Ph.D. (Toronto)*
Lecturer

ANN M. BORRESEN, *Ed.D. (Missouri)*
Assistant Professor

GERALD A. CASEY, *Ph.D. (Michigan State)*
Assistant Professor

ALFRED CASTANEDA, *Ph.D. (Ohio State)*
Professor, cross-appointed from the Office of the Coordinator of Research

HY I. DAY, *Ph.D. (Toronto)*
Associate Professor

W. B. DOCKRELL, *Ph.D. (Chicago)*
Professor and Director of the Educational Clinic, OISE

JOHN B. FOTHERINGHAM, *M.D. (McGill)*
Associate Professor, cross-appointed to the Mental Retardation Centre

WILLIAM FOWLER, *Ph.D. (Chicago)*
Associate Professor

JUDITH T. KATZ, *M.A. (Boston)*
Lecturer

S. B. KENT HENDERSON, *Ph.D. (Toronto)*
Assistant Professor

DONALD R. KENNEDY, *M.Ed. (Toronto)*
Lecturer

ALAN M. MARCUS, *M.A. (Toronto)*
Lecturer

SOLVEIGA MIEZITIS, *M.A. (Toronto)*
Lecturer

HARVEY G. NARROL, *Ph.D. (Indiana)*
Associate Professor, cross-appointed to the Clarke Institute of Psychiatry

DAVID R. OLSON, *Ph.D. (Alberta)*
Associate Professor

LARRY E. PASS, *Ph.D. (Alberta)*
Assistant Professor

CLIFFORD C. PITT, *Ph.D. (Columbia)*
Professor and Assistant Coordinator of Graduate Studies, OISE

DOROTHY SHIPE, *Ph.D. (George Peabody)*
Associate Professor

HARRY SILVERMAN, *Ph.D. (London)*
Assistant Professor, cross-appointed from the Educational Clinic

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Assistant Professor

JOHN C. WEISER, *Ed.D. (Missouri)*
Associate Professor

F. STEWART WILSON, *Ph.D. (Toronto)*
Assistant Professor

DEPARTMENT OF SOCIOLOGY IN EDUCATION

JAN J. LOUBSER, *Ph.D. (Harvard)*
Associate Professor and Chairman of the Department (as of June 1, 1968), cross-appointed to the Department of Sociology, University of Toronto

OTHER MEMBERS OF OISE SENIOR ACADEMIC STAFF

M. DORMER ELLIS, *M.Ed. (Toronto)*
Lecturer, Office of the Coordinator of Development

ALAN J. C. KING, *Ed.D. (Toronto)*
Assistant Professor, Field Services

HOWARD H. RUSSELL, *Ed.D. (Toronto)*
Professor, on leave until July 1, 1968

STUART W. SEMPLE, *M.Ed. (Toronto)*
Lecturer and Administrative Assistant to the Coordinator of Development

OTHER MEMBERS OF THE GRADUATE DEPARTMENT OF EDUCATIONAL THEORY, UNIVERSITY OF TORONTO

ROBIN S. HARRIS, *Ph.D. (Michigan)*
Professor of Higher Education and Principal of Innis College, University of Toronto

EDWARD F. SHEFFIELD, *Ed.D. (New York), F.C.I.S., F.R.C.G.S.*
Professor of Higher Education and Executive Vice-Chairman of the Committee of Presidents of Universities of Ontario

ANDREW F. SKINNER, *Ph.D. (St. Andrews), F.E.I.S.*
Professor, The College of Education, University of Toronto

ASSOCIATED INSTRUCTORS

ANGELO J. BOY, *Ed.D. (Boston)*
Associate Professor of Education, University of New Hampshire

JOAN E. BOWERS, *Ed.D. (Toronto)*
Provincial Supervisor, Special Education, Ontario Department of Education

ARTHUR E. BROWN, *M.A. (Queen's)*
Chief Psychologist, Child Adjustment Services, Toronto Board of Education

CATHARINE CAMPBELL, *M.S.W. (Toronto)*
Chief Social Worker, Child and Adolescent Services, Clarke Institute of Psychiatry

DOV FRIEDLANDER, *Ph.D. (Queen's)*
Special Lecturer, York University

DONALD M. GRAHAM, *B.A. (Toronto)*
Project Director in Educational Administration, Former Director of Education, Forest Hill Village School Board

DONALD C. HAMBLETON, *Ed.D. (Columbia)*
Educational Research Coordinator, Metropolitan Toronto School Board

ROBERT C. HARRIS, *M.A. (McGill)*
Coordinator of Guidance Services, Scarborough Board of Education

F. STANLEY HENDRA, *M.A. (Toronto)*
Head of Guidance, North Toronto Collegiate Institute

DOROTHY HILL, *Ph.D. (Waterloo)*
Psychologist, Child Adjustment Services, Toronto Board of Education

ELMER E. HUFF, *B.Ed. (Toronto)*
Director of Guidance, North York Board of Education

LEO LAZAR, *Ph.D. (Ottawa)*
Chief Psychologist, Child and Adolescent Services, Clarke Institute of Psychiatry

JAMES A. LINKLATER, *M.Ed. (Toronto)*
Supervisor of Guidance, North York Board of Education

ELEANOR LONG, *Ph.D. (Toronto)*
Psychologist, Child Adjustment Services, Toronto Board of Education

MAIRI MACDONALD, *M.Ed. (Toronto)*
Student Counsellor, Seneca College, Willowdale

JASON W. MCCALLUM, *Ph.D. (Ottawa)*
Sessional Lecturer in Applied Psychology

C. NETLEY, *Ph.D. (London)*
Sessional Lecturer in Applied Psychology

FATHER DONALD PARÉ, *M.A. (Fordham)*
On leave from Breboeuf High School, Willowdale

BRUCE J. QUARRINGTON, *Ph.D. (Toronto)*
Associate Professor of Psychology and Assistant Professor of Psychiatry, Faculty of Medicine, University of Toronto

GERALD H. PINE, *Ed.D. (Boston)*
Associate Professor of Education, University of New Hampshire

SAEED QUAZI, *Dip.T. & R.P. (Toronto)*
Project Director in Educational Planning

F. GERALD RIDGE, *Ph.D. (McGill)*
Director of Research and Planning, Metropolitan Toronto School Board

FLOYD G. ROBINSON, *Ph.D. (Alberta)*
Formerly Chairman, Department of Applied Psychology, OISE

E. J. ROSEN, *M.D.C.M. (McGill)*
Chief, Child and Adolescent Services, Clarke Institute of Psychiatry

BRUCE SINCLAIR, *M.Ed. (Toronto)*
Guidance Consultant, Etobicoke Board of Education

J. MAXWELL R. SKINNER, *M.A. (McGill)*
Guidance Consultant, Secondary Schools, Scarborough Board of Education

ALAN THOMAS, *Ph.D. (Columbia)*
Director, Canadian Association for Adult Education

JAMES A. TUCK, *Ph.D. (Toronto)*
Director of Psychological Services, Rehabilitation Foundation for the Disabled

The Ontario Institute for Studies in Education

The Ontario Institute for Studies in Education was established as a new college, under an independent Board of Governors, by an Act of the Ontario Legislature in July, 1965. The Institute combined in an integrated structure the former Departments of Educational Research and Graduate Studies of the Ontario College of Education at Toronto, and the Ontario Curriculum Institute.

The major objectives of the Institute are threefold:

To study matters and problems relating to or affecting education;

To communicate the findings of research to practitioners, and to assist in their implementation;

To conduct graduate programs in education.

The Institute thus represents a recognition of the need to bring to bear substantial resources of staff and finances for the solution of educational problems, and for the preparation of increased numbers of promising men and women for leadership posts in education.

The Institute is organized into nine academic Departments, each concerned with a particular field of education: Educational Administration, Adult Education, Computer Applications, Curriculum, History and Philosophy of Education, Measurement and Evaluation, Educational Planning, Applied Psychology, and Sociology in Education. Specialized programs of graduate study are offered in each of these Departments, as coordinated by the Office of the Coordinator of Graduate Studies. The facilities of the Institute enable advanced graduate students to be involved directly in research programs in their particular field of scholarly interest.

Under an Agreement of Affiliation with the University of Toronto, the University's Graduate Department of Educational Theory is provided substantially by the Institute, and students proceed to University of Toronto graduate degrees. Graduate programs emphasize underlying theory and research in the various fields of education, as well as the application thereof. Degree programs may also include offerings from other graduate Departments of the University.

Graduate courses in education are offered both in the regular academic year and in summer session. While it is possible to complete requirements for the M.Ed. degree as a part-time student, varying periods of full-time study in regular sessions are required for other degrees. Certainly full-time study toward any graduate degree is much to be preferred to part-time study.

In the 1967-68 academic year full-time graduate students numbered 243, including 99 doctoral candidates; in addition there were 744 part-time graduate students registered. Enrollment in the 1967 Summer Session totalled 844.

General Information

APPLICATION AND REGISTRATION

Application for Admission

All candidates in graduate degree programs at The Ontario Institute for Studies in Education are University of Toronto students enrolled in the Department of Educational Theory of the School of Graduate Studies of the University of Toronto. The Coordinator of Graduate Studies at the Institute is at once also the Chairman of the graduate Department of Educational Theory, University of Toronto. It is through the Office of the Coordinator of Graduate Studies, OISE, that admission and registration procedures are initiated.

Admission procedures deal with the question of whether or not the applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrollment in particular courses, etc. The sequence of the various steps involved in admission and registration is detailed below.

M.A. AND PH.D. CANDIDATES

1. For information and an assessment of admissibility to an M.A. or Ph.D. program, write directly to the Office of the Coordinator of Graduate Studies, OISE, 102 Bloor Street West, Toronto 5, Ontario, Canada.

   Address yourself to:

   Professor Clifford C. Pitt
   for the Departments of:
      History and Philosophy of Education
      Measurement and Evaluation
      Educational Planning
      Applied Psychology
      Sociology in Education

   Professor J. Glenn Scott
   for the Departments of:
      Educational Administration
      Adult Education
      Computer Applications
      Curriculum

2. Requests for evaluation of admissibility should be accompanied by the following:
   (a) three copies of official transcripts, bearing marks attained, of all undergraduate and graduate study to date;
   (b) where applicable, three copies of documents attesting to professional education, certification, and experience;
   (c) a score on the Miller Analogies Test (both master's and doctoral candidates);
   (d) a score on the Aptitude Test of the Graduate Record Examinations (doctoral candidates only);
   (e) two letters of reference to

support your application; use documents entitled "Letter to Support Application for Admission and/or Graduate Assistantship";

(f) a clear indication of the Institute department in which specialization is desired and of the degree program for which application is being made.

3. Many applicants for admission as full-time students may also be applying for a Graduate Assistantship (see page 12). Since the first step in considering these applications for a Graduate Assistantship is an assessment of admissibility, it is not necessary to request such an assessment under 1 above in such cases.
4. If the Institute is able to recommend the candidate, Application for Admission forms will be sent to him. These should be returned, not to the Institute, but to:

   The Secretary,
   School of Graduate Studies,
   65 St. George Street,
   Toronto 5, Ontario,
   Canada.
5. On receipt of the completed Application for Admission forms, the School of Graduate Studies will forward them to the Institute for its recommendation.
6. The Institute then returns the Application for Admission forms to the School of Graduate Studies with its recommendation regarding admissibility. *Note that this is a recommendation only.*
7. Upon acceptance of the recommendation by the School of Graduate Studies, the candidate is sent a formal Letter of Acceptance indicating the degree program to which he has been admitted and any conditions involved.

Application for Admission forms for all degree programs must be submitted not later than March 31 for Summer Session Registration and not later than June 15 for Regular Session Registration (September). Applications received from June 16 to August 1 may be considered only under very exceptional circumstances. Applications will not be considered later than August 1.

M.ED. CANDIDATES

In the case of *full-time* M.Ed. candidates only, applicants must follow the procedures detailed above under sections 1, 2, and 3 of the sub-heading *M.A. and Ph.D. Candidates.* Application forms for admission or re-enrollment in all M.Ed. programs (or for re-enrollment in Ed.D. programs) will be available, after March 1, from the Office of the Coordinator of Graduate Studies at The Ontario Institute for Studies in Education, 102 Bloor Street West, Toronto 5, Ontario, Canada. Students should complete these forms and submit them by mail or in person to arrive as follows:

March 31 for the 1968 Summer Session;

July 20 for after-hours part-time students in the 1968-69 Session; this date is absolutely final for courses to be taken in the second half-year, beginning in January, as well as for those taken in the first half-year;

June 15 for full-time students in the 1968-69 Session.

Final Registration For All Degrees

Final registration will take place as follows:

FOR THE 1968 SUMMER SESSION: 10:00 a.m., Tuesday, July 2, at a time and place to be indicated with the notice of acceptance.

FOR FULL-TIME STUDENTS IN THE 1968-69 SESSION: 10:00 a.m., September 23, in Room 410-11, at The Ontario Institute for Studies in Education, 102 Bloor Street West.

FOR AFTER-HOURS PART-TIME STUDENTS IN THE 1968-69 SESSION: at the time and place of the first meeting of their course, as indicated with the notice of acceptance.

STUDY IN SUMMER SESSION

March 1-31 has been established as a period of advance enrollment for the Summer Session in order to allow time for preparatory reading. Soon after acceptance of application forms from a student, he will be notified of such readings as may be recommended for the course he has selected. It is the student's responsibility to complete such preparatory reading in advance of the necessarily concentrated Summer Session.

Although examinations will be held at the end of the six-week Summer Session, students will be required also to complete and submit additional term work to the instructor by a date in November set by him. Final grades will be mailed to students by the end of December.

Students may enroll for not more than two half-courses in any one Summer Session.

AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1968-69 Regular Session it is anticipated that several courses will be offered in the late afternoon or evening.

Fully-employed part-time students who are interested in after-hours classes are encouraged to enroll for only one of the above. One half-course constitutes one-sixth of a normal load for a full-time student, and any load greater than that for a fully-employed person is likely to be extremely heavy. The difficulty is not merely one of class hours, but of required reading, independent study, and assignments. In exceptional cases, however, following full discussion with and specific approval by a student's faculty advisor, a fully employed student may be permitted to undertake two half-courses (or one full course) after hours during the Regular Session, provided that he is not carrying more than the equivalent of a two half-course load in any one term. In such cases the onus is upon the student to initiate discussions with his faculty advisor.

July 20 will be the last day for receiving applications for enrollment in these after-hours courses; this applies to courses for both the first and second half-years of the 1968-69 Regular Session.

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded for interested graduate students to participate in these in various capacities.

STATUS OF STUDENTS ENROLLED UNDER EARLIER REGULATIONS

Programs and courses leading to University of Toronto graduate degrees in Education as described in this bulletin represent substantial changes from programs and courses which have been offered in the Department of Educational Theory in earlier years. What of students who are already proceeding to degrees?

Students enrolled in a degree program in the 1965-66 regular academic session or earlier will be permitted to fulfil requirements for that degree as set forth in the bulletin *Programs Leading to Graduate Degrees in Education 1965-66* as published by the Ontario College of Education.

DEGREE OF BACHELOR EDUCATION

This degree is no longer offered.

DEGREE OF MASTER OF EDUCATION

Students who completed the University of Toronto B.Ed. not earlier than 1962, and with A or B standing, were eligible to enroll for an M.Ed. program of six half-courses rather than eight, providing they began such further study not later than the 1967-68 academic year.

DEGREE OF DOCTOR OF EDUCATION

Students enrolled as Ed.D. candidates in the 1965-66 regular academic session or earlier may fulfil requirements for the degree under the then-existing regulations. No new candidates for this degree are currently being accepted.

THE MILLER ANALOGIES TEST

All full-time students are required to submit Miller Analogies Test scores at the time of application for admission or for financial assistance.

Applicants for admission as part-time students in some fields of specialization may also be required to submit M.A.T. scores.

Applicants living out of reach of the Metropolitan Toronto area should contact the testing center of a nearby university, or write to the Psychological Corporation, 304 East 45th Street, New York, N.Y. 10017, for the address of the nearest testing center.

In Toronto, appointments to write the M.A.T. may be made by writing or calling Professor Mary Laurence at the Department of Psychology, University of Toronto, Toronto 5, Ontario; telephone 928-3398. The cost of writing the test at the University of Toronto is $5.25 (subject to change).

In addition, several Special Administrations of the M.A.T. will be given by the Department of Measurement and Evaluation of OISE on dates and at times stated below. Registration for these administrations can be made by writing to: M.A.T. Officer, Department of Measurement and Evaluation, OISE, 94 Cumberland Street, Toronto 5, Ontario, at least four weeks before the date of administration selected. The cost will be $5.25 payable at the time of writing. Only persons who have filed an application for admission to the Department of Educational Theory of the University of Toronto School of Graduate Studies will be eligible to write the M.A.T. at these times.

1968		
January 17	Wednesday	2:00 p.m.
February 13	Tuesday	2:00 p.m.
*March 19	Tuesday	6:15 p.m.
*March 21	Thursday	2:00 p.m.
March 28	Thursday	6:15 p.m.
April 27	Saturday	2:00 p.m.
May 22	Wednesday	2:00 p.m.
June 19	Wednesday	2:00 p.m.
July 16	Tuesday	6:15 p.m.
*July 30	Tuesday	2:00 p.m.
*July 31	Wednesday	2:00 p.m.
September 21	Saturday	2:00 p.m.
October 17	Thursday	6:15 p.m.
*November 9	Saturday	2:00 p.m.
November 13	Wednesday	2:00 p.m.
*November 16	Saturday	2:00 p.m.
December 11	Wednesday	2:00 p.m.

**Part-time students in Educational Administration only.*

THE GRADUATE RECORD EXAMINATIONS

All doctoral candidates are required to submit scores on the Aptitude Test (Verbal and Quantitative) of the Graduate Record Examinations at the time of application for admission or financial assistance.

Applicants living out of reach of the Metropolitan Toronto area should contact the testing center of a nearby university, or write to the Educational Testing Service, Princeton, New Jersey, U.S.A. for the address of the nearest testing center.

Several Special Administrations of the Graduate Record Examinations will be given by the Department of Measurement and Evaluation of the OISE on the dates given below. Applications for these tests should be submitted to the G.R.E. Officer, Department of Measurement and Evaluation, 94 Cumberland Street, Toronto 5, Ontario, at least four weeks before the date of administration selected. The cost will be $7.00 payable at the time of writing. Only persons who have filed an application for admission to the Department of Educational Theory of the University of Toronto School of Graduate Studies will be eligible to write the G.R.E. at these times.

1968		
January 12	Friday	6:15 p.m.
March 9	Saturday	2:00 p.m.
July 23	Tuesday	6:15 p.m.
October 19	Saturday	2:00 p.m.

EXAMINATIONS AND GRADES

All examinations will be held in Toronto. Final examinations will be scheduled at the end of the Summer Session or of the Regular Session in which the course is offered. Students must sit for examination at that time. In case of inability to write an examination because of serious illness, a student should immediately notify the Office of the Coordinator of Graduate Studies; permission may then be granted to write the examination, without further fee, on a subsequent occasion when the course is offered. No student will be permitted to rewrite the examination in any course without re-attending the classes in that course and paying fees as if it were an additional course.

Grades will be assigned as follows:

A—75% and over

B—66 to 74% inclusive

C—60 to 65% inclusive (no degree credit)

F—below 60% (outright failure).

If a student fails in a course which is considered by his Department to be vital to the main content of his program, then he must repeat that course if he is to be continued as a degree candidate. In the case of failure in other courses, a substitution may be permitted upon recommendation of the Department of Educational Theory to the School of Graduate Studies.

Except for medical reasons or other exceptional circumstances, a student shall be considered to have failed a course if he withdraws from it after November 30, or after February 28 in the case of courses beginning in January.

Any student whose work is judged to be unsatisfactory by the Department of Educational Theory may be required to withdraw.

TERM ASSIGNMENTS

If a student does not complete required term work in any course by the date set by the instructor, he will be regarded as having failed that course. In exceptional cases, however, an extension of time may be granted on application to the Coordinator of Graduate Studies.

FEES

Information concerning fees is contained in the Calendar of the School of Graduate Studies. All cheques must be certified and made out to the University of Toronto. The fees which are detailed below are subject to change by the Board of Governors of the University of Toronto.

Beginning in September, 1968, all M.Ed. Application for Admission forms must be accompanied by an application fee of $10.00.

FULL-TIME STUDENTS

The basic fee per academic year of full-time study is the same for all students—M.Ed., M.A., Ph.D., Ed.D. and Special Students—and is $478.00 for men, $458.00 for women. This fee is comprised of academic fees of $435.00, and required incidental fees of $8.00 for the Students' Administrative Council, $10.00 for Health Service, $5.00 for the Graduate Students' Union, and $20.00 for Hart House (men only).

Full-time M.Ed. Students

Regular Session	$333 (men) $313 (women)
Summer Session (either before or after the Regular Session; academic fees of $145.00 and Student Activity Fee of $5.00)	$150
Total	$483 (men) $463 (women)

Note: M.Ed. candidates who have been granted advanced standing on the basis of work done at some other university, such that they can complete their program by full-time study in a regular academic year here, will be assessed the full fee of $478.00 for men and $458.00 for women.

Full-Time M.A., Ph.D., and Ed.D. Students

As indicated above, the fee per academic year of full-time study is $478.00 for men, $458.00 for women.

Where an M.A. or Ph.D. degree program proper includes a Summer Session following the Regular Session, the student does not pay regular Summer Session fees but does pay a Summer Session Reregistration Fee of $60.00 plus applicable incidental fees.

If the M.A. or Ph.D. degree program proper requires study in the Summer Session immediately preceding the Regular Session, then the student must pay the regular Summer Session fee of $150.00 (Academic Fee of $145.00 and Student Activity Fee of $5.00); however, $145.00 of this amount will subsequently be credited to him when he pays the Regular Session fees.

Students Enrolling for Additional or Prerequisite Summer Sessions

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If a student registers in Summer Session to satisfy admission conditions, or if he undertakes Summer Session work additional to that required in his degree program proper, he will be assessed regular Summer Session fees as indicated below.

Dual Registration Fee for M.A.-Ph.D. Candidates

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of a University of Toronto M.A., and if all requirements for that degree have not been satisfied in time for the Fall Convocation, then the candidate must pay an additional Dual Registration Fee of $60.00, plus applicable incidental fees. It is only under the most exceptional circumstances, and then only when prior arrangements have been agreed upon at the point of acceptance to a degree program, that a student may be allowed to complete the Master's thesis after the final date for recommendations for degrees for the Fall Convocation, without losing Ph.D. residence credit for the year.

Reregistration Fee for M.A. and Ph.D. Candidates

M.A. and Ph.D. candidates who have completed all course work but who have not satisfied the thesis requirement must reregister each year. The Reregistration Fee is $60.00 plus any applicable incidental fees.

PART-TIME STUDENTS

Part-Time Students in the Regular Session (Other than After-Hours Classes)

One graduate course	$105.00
Each additional course	$ 90.00
One half-course	$ 57.50

Part-Time Students in After-Hours Courses in the Regular Session

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One half-course (including required incidental fees of $7.50)	$ 80.00
Full course, where admitted (including required incidental fees of $15.00)	$160.00

SUMMER SESSION STUDENTS

One half-course (including Student Activity Fee of $5.00)	$ 80.00
Two half-courses (including Student Activity Fee of $5.00)	$150.00

LATE PAYMENT FEE

A late payment fee of $10.00 will be assessed against any student whose fees are not received at the Chief Accountant's Office by October 5, plus $1.00 per day of delay beyond that to a maximum of $20.00. If fees remain unpaid as of November 5, the student will be considered as having withdrawn.

Any Summer Session student whose fees remain unpaid by July 9 will be considered as having withdrawn.

STAFF EXEMPTION

Students holding staff appointments (including Graduate Assistantships) may receive, on application at the time of paying fees, an exemption from fees payable during the Regular Session as follows:

	Amount of Remuneration during Session	*Amount of Exemption*
Full-time students paying academic fees of $435	$250 to $ 500 501 to 1,000 over 1,000	$50 80 125
Part-time students	$250 or more	$10 per subject charged
Ph.D. candidates required to reregister after completion of residence requirements	$250 or more	$25

GRADUATE ASSISTANTSHIPS, FELLOWSHIPS, AND AWARDS

OISE GRADUATE ASSISTANTSHIPS— $3,000, $4,500, $6,000

It is hoped that something of the order of 180 Graduate Assistantships will be awarded for the 1968-69 Regular Session in amounts of $3,000 and $4,500, with a limited number carrying a stipend of $6,000. These assistantships are available for selected full-time students and are tenable mainly in one or another of the Departments of the Institute in which the student's primary study interests lie.

THE F.W.T.A.O. FELLOWSHIP—$6,000

This annual fellowship for advanced graduate study in education at the University of Toronto has a value of $6,000. Ordinarily applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications may be considered. Applicants for this very substantial award should be working at the doctorate level.

APPLICATION FORMS

Further information and application forms may be obtained from the Office of the Coordinator of Graduate Studies, OISE, 102 Bloor Street West, Toronto 5, Ontario, Canada.

Address yourself to:

Professor J. Glenn Scott
for the Departments of:
Educational Administration
Adult Education
Computer Applications
Curriculum

Professor Clifford C. Pitt
for the Departments of:
History and Philosophy of Education
Measurement and Evaluation
Educational Planning
Applied Psychology
Sociology in Education

Completed applications should be submitted before March 1, 1968.

It is anticipated that candidates will be notified of the disposition of their applications by April 1. In an exceptional case, an OISE department may be able to provide a candidate with an earlier, unofficial, indication of the likelihood of his receiving an award.

UNIVERSITY OF TORONTO OPEN FELLOWSHIPS

A number of awards in amounts up to $4,000 are open to qualified graduate students proceeding to degrees in any graduate department of the University.

Application forms can be secured from the Secretary of the School of Graduate Studies, 65 St. George Street, Toronto 5, and completed application forms must be filed not later than March 1.

POSTDOCTORAL FELLOWSHIPS

A number of postdoctoral fellowships are awarded annually by the University of Toronto to candidates wishing to conduct research in any area of the humanities, or the social, physical, or biological sciences. Applications, on the prescribed form, must be submitted not later than March 1 to the Secretary, School of Graduate Studies, 65 St. George Street, Toronto 5.

Attention is also directed to the following awards for graduate study at a university of the applicant's choice:

CANADA COUNCIL AWARDS

Canada Council awards in the arts, humanities, and social sciences are tenable in the graduate faculty of any university. Included are pre-Doctor's Degree Fellowships of an average value of $2,000 plus travel allowance. Application forms are available from the Scholarships Section, The Canada Council, 140 Wellington Street, Ottawa 4, Ontario. Closing dates tend to be December 1, for awards covering the following academic year.

THE WILLIAM PAKENHAM FELLOWSHIP—$2,000

This award is open to experienced teachers resident in Ontario. Letters of application should be addressed to the Registrar, The College of Education, University of Toronto, 371 Bloor Street West, Toronto 5.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION AWARDS

These awards, in amounts up to $3,500, include: O.S.S.T.F. Scholarship for Educational Research, S. Hunter Henry Award, and Ansley Memorial Awards. The latter two awards are granted only to O.S.S.T.F. members. Further details are available from the General Secretary, O.S.S.T.F., 1260 Bay Street, Toronto 5.

ONTARIO PUBLIC SCHOOL MEN TEACHERS' FEDERATION SCHOLARSHIP—$2,000

This scholarship is for advanced graduate study in education at the doctorate level in the amount of $2,000. Details are available from the Secretary-Treasurer, Ontario Public School Men Teachers' Federation, 1260 Bay Street, Toronto 5.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO FELLOWSHIP—$6,000

The Federation of Women Teachers' Associations of Ontario offers a second fellowship of $6,000 for advanced graduate study in education at a university of the applicant's choice. Details are available from the Executive Secretary, F.W.T.A.O., 1260 Bay Street, Toronto 5.

LIVING ACCOMMODATION

REGULAR SESSION

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates. Several residences, however, are still open to a limited number of graduate students during the Regular Session. The fees for room and board are approximately $800. Most of both the men's and women's residences have donships for which graduate students may apply. The following are the residences which offer limited accommodation to graduate students:

(a) Men

Residence	Address	Apply to:
Devonshire House	3 Devonshire Place	Dean of Men
Knox College	59 St. George Street	Principal
Trinity College	Hoskin Avenue	Dean of Men
Victoria College	73 Queen's Park Cr. East	Senior Tutor

(b) Women

Residence	Address	Apply to:
St. Hilda's	2 Devonshire Place	Dean of Women
University College	85 St. George Street	Dean of Women
Victoria College	73 Queen's Park Cr. East	Dean of Women

Information concerning rooms and apartments in private homes near the University may be obtained from the University Housing Service office, University of Toronto. While off-campus housing of this nature is not subject to University regulation, every effort is taken to make information on accommodation listed as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

Campus Co-operative Residence, Incorporated, and Rochdale College offer a wide variety of apartments, suites and rooms, including accommodation for married couples. A very few apartments are available for couples with children. Inquiries should be addressed to Campus Co-operative Residence, Incorporated, at 395 Huron Street, Toronto 5.

SUMMER SESSION

Many more residence spaces are available to graduate students during the summer months. Rents vary from $14 to $20 weekly for room only. Meal services are discontinued at most residences at the close of the Regular Session in May. However, meals are still served through the Summer Session at Hart House and at New College; all students are entitled to be admitted at nominal rates. With the exception of Knox College, students may apply for summer accommodation to any of the residences listed under Regular Session, as well as to the following:

(a) Men

Residence	Address	Apply to:
New College	21 Classic Avenue	Dean of Men
Sir Daniel Wilson Residence	73 St. George Street	Dean of Men

(b) Women

Residence	Address	Apply to:
Whitney Hall	85 St. George Street	Dean of Women

Note: All university residences listed above are in the Toronto 5 postal zone. As indicated in the note on the Regular Session, the University Housing Service and the Campus Co-operative Residence, Incorporated, are standard services which may be contacted when looking for accommodation.

HEALTH SERVICE

All inquiries should be directed to the University of Toronto Health Service, located at 256 Huron Street.

A graduate student not domiciled in Canada must submit a certificate of freedom from disease, including tuberculosis as demonstrated by an X-ray film of his chest. He must also complete his medical examination by the Health Service within one month of registration.

OVERSEAS STUDENTS

In a typical year graduate students in education will be registered from most if not all of Canada's ten provinces, and from a dozen or fifteen countries overseas. A special effort is made to welcome students from overseas, and to meet their special needs. On the one hand it profits the Canadian student in no small measure to have an opportunity to work, formally and informally, with officials in education from other countries. But on the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available, insofar as we can, to appropriate overseas students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, overseas students are encouraged to select topics which will permit them to explore systematically the possible implications to their home situation of the concepts under discussion. Each year periodic tours of various institutions and activities in education on the Ontario scene are also arranged; students avail themselves of those parts of this program which are of particular interest to them. For overseas students especially, this can provide a most useful supplement to their formal studies in courses.

Mrs. S. W. Semple, in the Office of the Coordinator of Graduate Studies, OISE, serves as a Special Advisor to overseas students.

There is an active International Student Centre on the University of Toronto campus. This serves as a focus of informal activity on the part of the thousand or so overseas students enrolled in one or another division of the University in a given year. Mrs. R. G. Riddell is Advisor to Students and Director of the International Student Centre, which is located at 33 St. George Street.

General Requirements for Degrees

The Ontario Institute for Studies in Education conducts, under the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Doctor of Education, Master of Arts, Master of Philosophy, and Doctor of Philosophy. Members of the academic staff of the Institute, together with professors from various departments of the University, constitute the Department of Educational Theory of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

All graduate degree programs are subject to the regulations of the School of Graduate Studies. What follows is an expansion of those regulations, as applied to graduate degree programs in Education.

Details concerning the various degree programs are outlined in the pages that follow. While the ordinary requirements for each degree are set forth, it should be noted that specifications as listed are minimal. Particular departments within the Institute may have additional requirements which must be met, and the Department of Educational Theory may require a candidate to undertake whatever additional studies the Department may deem necessary to prepare him for the degree.

For detailed instructions regarding application and registration procedures, see pages 3 to 5.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the particular department of the Institute with which they are primarily identified. Most are offered as half-courses, shown by an X following the course number, e.g., 1701X. A full course is indicated if the course number is not followed by an X. The first two digits designate the department; for example the 17 in 1701X and the 37 in 3706X refer to the Department of Educational Planning.

Two half-courses constitute a full-time program in the Summer Session; six half-courses ordinarily constitute a full-time program in the Regular Session. Each half-course generally meets for one and one-half class hours weekly throughout the entire Regular Session, or for three hours weekly when the course is concentrated in the first or second half of the Regular Session. A full course meets for three class hours each week throughout the entire Regular Session. In the Summer Session, each half-course meets for one and one-half hours daily, Mondays through Fridays.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career in professional education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(a) A Bachelor of Arts or equivalent degree, either Honours or General, completed with second class standing or better in the final year, and acceptable to the Department of Educational Theory. (Depending on the make-up of the degree, and the student's intended field of specialization at the master's level, some prerequisite study may be required.)
(b) A year of professional education for teaching, or the equivalent.
(c) At least one year of successful professional experience in education.
(d) Applicants for full-time study must file scores on the Miller Analogies Test at time of application. See page 6 for particulars.

PROGRAM OF STUDY

Eight half-courses, selected in accordance with the requirements for one or another of the several M.Ed. programs as described in the various departmental sections which follow.[1] Where appropriate to a student's program, a full course in some other Graduate Department of the University may be included as two of the eight half-courses.

Each applicant must declare his intended field of specialization at time of application. At that time he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate program of study. While a student may change his field of specialization en route to the degree, such changes may result in a lengthened program.

The M.Ed. program does not include a thesis. Full-time study, though desirable, is not required. A full-time student could complete the requirements for the M.Ed. in one academic year and one summer; fully employed part-time students are permitted to enroll for up to two half-courses in each Summer Session, and one half-course (or, in exceptional cases, two half-courses) in each Regular Session.

Ordinarily no courses which were completed more than six calendar years earlier than the date of the degree, may be credited toward the degree. If a candidate does not complete requirements for the degree within six calendar years from his acceptance to candidacy, his candidacy will lapse.

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[1] Students enrolled in University of Toronto B.Ed.or M.Ed. programs prior to the 1966 Summer Session are referred to the statement on page 6.

Applicants who have credit for appropriate graduate courses in education at another university, beyond requirements for admission as an M.Ed. candidate, may be granted advanced standing for not more than two half-courses in their M.Ed. program, provided those courses were not credited toward another degree. Similarly it is possible in the individual case, with the prior approval of the student's faculty advisor and the Coordinator of Graduate Studies, to plan an M.Ed. program in such a way that the equivalent of up to two half-courses of the required work may be undertaken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here, namely, one-eighth or one-quarter.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one or another of the several specialized programs as outlined in the pages that follow. The professional interests and needs of some students, however, may not correspond with the purposes and plans of study of any of those programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name the field in which their interests tend mainly to lie, and will be assigned to an appropriate faculty advisor. With him they will work out a suitable program of eight half-courses.

To provide some measure of concentration, if not specialization, three of the eight half-courses ordinarily will be drawn from a single field. But the student, with his advisor, will be free to organize a highly individualized program suited to his particular needs and interests.

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the doctoral level are advised to apply for enrollment in an M.A. program rather than in an M.Ed. program.

ADMISSION REQUIREMENTS

The ordinary requirements for admission to a one-year M.A. program as outlined under *Program of Study* below are:

(a) An Ontario Honours Bachelor of

Arts or equivalent degree, with I or II class standing in the final year. (Depending on the make-up of the degree, and the student's intended field of specialization at the master's level, some prerequisite study may be required.)
(b) A year of professional education for teaching, or the equivalent.
(c) At least one year of successful professional experience in education.
(d) A promising score on the Miller Analogies Test. See page 6.

Applicants with qualifications as above, except that their undergraduate degree is an Ontario General degree or equivalent rather than an Honours degree, may be admitted to an M.A. program extended to include a partial prerequisite year. Ordinarily this additional study will consist of the equivalent of two-thirds of a year of course work, as prescribed for the student's field of specialization in the light of his own particular background. Such courses may be undergraduate or graduate. They may be undertaken as a part-time student.

In some fields of specialization an applicant with an Ontario Honours degree or equivalent, with first or second class standing in the final year, may be admitted without professional education for teaching or professional experience in education, providing the degree was in a field directly relevant to the intended field of specialization. In such cases some additional course work in Educational Theory may be prescribed.

Applicants must file scores on the Miller Analogies Test at the time of application. See page 6 for particulars.

PROGRAM OF STUDY

Each applicant must declare his intended field of specialization at time of application. At that time he will be assigned to a faculty advisor for that particular field, who will assist him in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the M.A. in the Department of Educational Theory are as follows:
(a) One academic year of full-time resident study. Prerequisite work, where required, may be taken part-time. For example, the extended course program of applicants holding the General degree or equivalent may be spread over two summer sessions and the intervening academic year, should all prerequisite work not have been completed before the academic year of full-time study.
(b) Six half-courses, selected in accordance with requirements in the particular field of specialization. Where appropriate to a student's program, a full course in some other Graduate Department of the University may be included as two of the six half-courses.
(c) A thesis.
(d) All requirements for the M.A.

degree must be completed satisfactorily within five years from first enrollment at the graduate level. Authorized time spent satisfying prerequisite requirements will not be counted as part of the five-year period. This regulation became effective with candidates enrolling for the first time in the 1967-68 session.

Applicants who have credit for appropriate graduate courses at another university beyond requirements for admission as an M.A. candidate, provided those courses were not credited toward another degree, may be granted advanced standing for not more than two half-courses in their M.A. program. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here.

MASTER OF PHILOSOPHY

Individual candidates may be accepted under regulations set forth in the Calendar of the School of Graduate Studies.

DOCTOR OF PHILOSOPHY

This degree, the highest earned degree of the University of Toronto, is designed to provide opportunities for advanced study in the theoretical foundations of education as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. Information given below is a supplement to those regulations, as they apply in the Department of Educational Theory.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information concerning specialized fields of study and specific requirements for those fields see the departmental sections which follow.

The Ph.D. requires a minimum of three years of study. Credit for the first year may be given for the University of Toronto M.A. or equivalent, with high standing. Ordinarily, then, a student with Ph.D. candidacy in mind will first undertake an M.A. in the same field of specialization.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.A. in Educational Theory or equivalent, with high standing. Ordinarily the M.A. will have been in the field of education in which the student proposes to pursue a Ph.D. program.

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of an M. A. degree, this condition must be satisfied by mid-October. Under very exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance to a degree program, a University of Toronto student may be permitted to complete the M.A. later than mid-October but not later than January 21. In that event the candidate must hold Dual Registration for the M.A. and Ph.D. degrees. See the section on Fees, page 9.

(*b*) Promising scores on the Miller Analogies Test and the Aptitude Test of the Graduate Record Examinations. These must be filed at the time of application. See pages 6 to 8 for particulars.

(*c*) Further evidence of scholarly proficiency satisfactory to the Department of Educational Theory and advisors in the particular field of specialization. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly professional potential.

(*d*) The holder of the University of Toronto M.Ed. with high standing may be admitted to Ph.D. candidacy following a period of pre-doctoral study under the direction of an advisor in his intended field of specialization. The nature and duration of such pre-doctoral study will vary according to the background and experience of the individual student, but will be such that it, plus the M.Ed. already completed, will be equivalent in depth and breadth to what the student would have completed had he undertaken an M.A. program in the same field. Normally such pre-doctoral study will include course work and research training as may be required to lead to the completion of an independent research project acceptable to the Department of Educational Theory. It is possible for such pre-doctoral study to be completed through summer and other part-time study.

PROGRAM OF STUDY

Each applicant must declare his field of specialization at time of application. At that time he will be assigned to a faculty advisor who will assist him in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the Ph.D. in the Department of Educational Theory are as follows:

(*a*) Two academic years of full-time resident study, beyond the University of Toronto M.A. or equivalent.

(*b*) A major subject (normally four half-courses in weight) in the student's field of specialization.

(*c*) Two minor subjects (normally each two half-courses or one full course in weight), at least one of which must be taken in another Graduate Department of the University.

(*d*) A thesis embodying the results of original investigation, conducted by the student under the direction of a Thesis Committee of the Department of Educational Theory. The thesis must constitute a significant contribution to the knowledge of the field of study. A student must declare the topic of his thesis or field of research for approval of the Department of Educational Theory as early as possible in the first year of study beyond the M.A. If the Department has not been able to forward this to the School of Graduate Studies by April 1, that academic year cannot be counted as one of the required years of residence.

(*e*) A final University of Toronto Senate oral examination on the content and implications of the thesis, to determine both the adequacy of the thesis and of its defense by the candidate.

(*f*) An adequate knowledge of one other modern language in addition to English; ordinarily this will be French.

(*g*) All requirements for the Ph.D. must be completed within six years from first enrollment as a Ph.D. candidate, or seven years when advanced standing has not been granted for the M.A. or equivalent.

DOCTOR OF EDUCATION

Regulations for the degree of Doctor of Education appear on pages 26-27 of the Calendar of the School of Graduate Studies for 1967-68.

No new candidates for this degree are currently being accepted. Persons wishing to pursue doctoral study in the field of Education should apply for admission to Ph.D. candidacy in the Department of Educational Theory.

EDUCATIONAL ADMINISTRATION

Department of Educational Administration

T. B. GREENFIELD, *Ph.D. (Chairman)*
J. H. M. ANDREWS, *Ph.D.*
A. F. BROWN, *Ph.D.*
B. H. BUCHANAN, *M.D., D. Psych.*
D. M. CAMERON, *M.Phil.*
J. C. CROFT, *D.Ed.*
G. E. FLOWER, *Ed.D., F.C.C.T.*
E. J. HALLER, *Ph.D.*
E. S. HICKCOX, *Ed.D.*
J. H. HOUSE, *Ph.D.*
L. G. ORLIKOW, *M.Ed.*
E. B. RIDEOUT, *M.Ed.*
M. P. ROBBINS, *Ph.D.*
W. G. ROBERTS, *Ph.D.*
J. G. SCOTT, *Ed.D.*

ASSOCIATED INSTRUCTOR:

D. M. GRAHAM, *B.A.*

PROGRAMS OF SPECIALIZATION

The purpose of the graduate program is to prepare persons for careers in research, development, teaching, and administration. While the M.Ed. program contains the essentials of advanced study in administration, including research, it does not lead directly to doctoral level study.

All degree programs are conceived as training programs in administration, in that students must confront the reality of administrative behavior and deal with it conceptually and practically. For example, case studies, field studies, vicarious and simulated materials are extensively used to provide data for experience and analysis.

Since resources for offering quality programs of instruction are limited, the Department of Educational Administration may not be able to accept all applicants who meet the minimum standards of the School of Graduate Studies. In admitting students to the graduate program, the most highly qualified applicants will be selected to fill the available places.

Full-time study is a requirement of all degree programs, with the exception of the M.Ed. program which may be undertaken on a part-time basis. Candidates seeking the M.Ed. degree are encouraged to undertake full-time study. In making admission decisions, the Department will give priority to students selecting resident study.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

A. DEPARTMENTAL REQUIREMENTS:

- Evidence of promising performance in previous academic study
- Teacher education and experience
- A promising score on the Miller Analogies Test
- Letters of recommendation from (i) an educational administrator for

whom the applicant works and (ii) another professional colleague

B. PROGRAM OF STUDY (*full-time students*)

The program consists of eight half-courses as follows:

1011X	Theories in Administration
1014	Supervisory Relationships
1016	Program Organization
1660X	Introduction to Empirical Research in Education

Two elective half-courses.

Elective half-courses are to be chosen with the individual's background and special interests in mind, and should be related either to the process of administration or to the purposes and programs of educational institutions. On the approval of the faculty advisor, the student may choose electives from among the other master's level courses offered by the Department of Educational Administration. Courses offered in other areas within the Institute or within the University may also be selected.

C. PROGRAM OF STUDY (*part-time students*)

Part-time students may begin study only in a Summer Session.

The sequence of courses in the part-time M.Ed. program is to be as follows:

1011X and **1660X** First Summer Session

Thereafter, students should attempt to sequence courses as follows:

1014	Supervisory Relationships
1016	Program Organization

Two elective half-courses.

Elective half-courses in the part-time program are to be chosen on the same basis as indicated in (B) above. Elective half-courses should be indicated at the time of application. The Department will ordinarily offer a number of its elective half-courses in the after-hours program. In some sessions, 1014 or 1016 may also be available after-hours.

MASTER OF ARTS WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

A. DEPARTMENTAL REQUIREMENTS

- Evidence of promising performance in previous academic study
- A promising score on the Miller Analogies Test
- Two letters of recommendation as required for students applying for Graduate Assistantships

B. PROGRAM OF STUDY

In addition to a master's thesis, the program consists of:

1010X	Seminar in Educational Administration (non-credit)
1011X	Theories in Administration
1013X	Supervisory Relationships
1015X	Program Organization
1660X	Introduction to Empirical Research in Education
1666X	Basic Concepts of Statistics

One elective half-course.

The elective half-course chosen should be related to the master's thesis or to an area of intended specialization to be pursued at the doctoral level.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

A. DEPARTMENTAL REQUIREMENTS

- Evidence of promising performance in previous academic study
- Promising scores on the Miller Analogies Test and the Aptitude Test of the Graduate Record Examinations
- Two letters of recommendation as required for students applying for Graduate Assistantships

B. PROGRAM OF STUDY

Major in Educational Administration:

3011X	Organization Theory in Education

Three elective half-courses to be chosen from the following:

3012X	The Social Context of Educational Institutions
3013X	Dynamics of Organizational Behavior
3014	Dynamics of Organizational Behavior
3015X	Developmental Projects Seminar
3016	Developmental Projects Seminar
3017X	Economic Problems in Educational Administration
3018X	The Politics of Education
3019X	Emerging Problems in Educational Administration
3052X	Individual Reading and Research in Administration: Doctoral Level

Advanced elective courses in Educational Administration or in other approved areas.

First Minor in Research Methods:

3010X	Symposium in Research (non-credit)
3050X	Research Seminar in Educational Administration
3666X	Intermediate Statistics and Research Design or another approved course in statistics

Second Minor:

A full course in some other department of the School of Graduate Studies, selected in relation to the student's specialized interest.

COURSES

A course is identified with this Department when the first two digits in the course number are 10 or 30.

1010X SEMINAR IN EDUCATIONAL ADMINISTRATION

A non-credit seminar for examining research problems in educational administration. Successful completion of this seminar is required to obtain credit in 1660X—Introduction to Empirical Research in Education. (Staff, Regular Session)

1011X THEORIES IN ADMINISTRATION

The organizational and institutional setting of administration. The development of administrative thought is studied from the classical positions and the behavioral sciences approach. Major emphasis is placed upon modern organization theory, including such concepts as system, formal and informal organization, bureaucratic structure, power, communication, and social control.
(J. H. House, E. S. Hickcox, B. H. Buchanan, D. M. Cameron, and G. E. Flower, Regular Session; Summer Session, J. H. House, B. H. Buchanan, and E. S. Hickcox)

1013X SUPERVISORY RELATIONSHIPS

Current behavioral theory and research with application to problems of staffing, supervision, and in-service education. Included are such topics as leadership, morale, organizational climate, planned change, group decision making, and the selection and evaluation of personnel.
(J. H. House, Regular Session)

1014 SUPERVISORY RELATIONSHIPS

A full course dealing with the topics described in 1013X but dealing more extensively with the applications of theory. A practicum supplements the lectures.
(T. B. Greenfield, J. C. Croft, J. G. Scott, and D. M. Graham, Regular Session; Summer Session, A. F. Brown, T. B. Greenfield, J. C. Croft, E. S. Hickcox, and D. M. Graham)

1015X PROGRAM ORGANIZATION

A study of the various aspects of developing and implementing educational programs for schools and school systems. In addition to examining current practices in elementary and secondary education, such topics as the following will be included: selecting educational goals, theory in the educative process, pupil organization for instructional purposes, resource utilization, implementing change, technology in the educational enterprise, and product evaluation.
(W. G. Roberts and associates, Regular Session)

1016 PROGRAM ORGANIZATION (listed also as Course 1300 in the Department of Curriculum)

A full course dealing with topics described in 1015X, but dealing more extensively with program areas. This course relates closely to the foundations of curriculum and for this reason is offered in cooperation with the Department of Curriculum.
(W. G. Roberts and associates, Regular Session; Summer Session, W. G. Roberts and L. G. Orlikow)

1017X EDUCATIONAL FINANCE

Public education as an economic institution. The sources and methods

of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in the area of school budgeting and salary scheduling.
(E. B. Rideout, Regular Session)

1018X THE POLITICAL ORGANIZATION OF EDUCATION

Public education as a function of the political process. Basic concepts such as power, influence, and public opinion applied to educational systems. Topics of study include the political nature of school boards and districts; the role of the school in political socialization; the decision-making process at the local, provincial, and federal levels with reference to the political control of education.
(Staff, Regular Session; Summer Session, D. M. Cameron)

1022X THE SOCIAL CONTEXT OF ADMINISTRATION

The school administrator in relation to his publics with special reference to varying expectations for the principal's role. Links between the educational institution and other institutions in society. Extensive consideration will be given to the sociology of the teaching career and its implications for administrative practice.
(E. J. Haller, Regular Session and Summer Session)

1023X INTERPERSONAL RELATIONS IN SCHOOL SYSTEMS

The dynamics of behavior in organizations are considered in relation to problems of supervising personnel. Topics include morale, motivation, perception, leadership, productivity, and change. Research bearing on these and other related topics will be examined with a view to developing implications for practice. The course will involve laboratory periods in addition to regular lecture sessions.

Prerequisite: 1013X or 1014
(A. F. Brown, Regular Session)

1024X CLINIC IN ADMINISTRATIVE RELATIONSHIPS

Interpersonal and group competencies in administration developed through the laboratory method, vicarious and simulated experiences, and clinical procedures form the basis of this course. Enrollment is limited to ten students.

Prerequisite: 1013X or 1014
(J. C. Croft, Regular Session and Summer Session)

1027X THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION

Schools are examined as productive and competitive organizations in society. Topics include the measurement of educational output, budgeting, cost quality analysis, and questions of size and efficiency in the educational enterprise.
(E. B. Rideout, Regular Session)

1028X NON-GOVERNMENTAL CONTROLS OF EDUCATION

An examination of certain movements seeking a share in the control of policy formulation in education. Teachers' organizations, parents' groups, and non-publicly supported schools will be analyzed in their relations with various governmental agencies.
(Staff, Regular Session)

1029X SPECIAL APPLICATIONS OF THE ADMINISTRATIVE PROCESS

The unique problems presented to the administrator placed in special structures or environments are examined with a view to developing appropriate applications of the administrative process. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one or combination of the following: Programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, and computer-assisted administration.
Prerequisite: 1011X
(Staff, Summer Session only)

1052X INDIVIDUAL READING AND RESEARCH IN ADMINISTRATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3010X SYMPOSIUM IN RESEARCH

An advanced non-credit symposium designed to offer students an opportunity to examine research undertakings related to doctoral studies.
(Staff, Regular Session)

3011X ORGANIZATION THEORY IN EDUCATION

Although the content of this seminar is drawn from psychology, political science, and sociology, the emphasis tends to be sociological, focusing on the study of human behavior within the context of complex organizations. The major purpose of the seminar is to use concepts from organization theory and empirical evidence as bases for approaching and diagnosing administrative problems in educational organizations.
(J. H. M. Andrews and J. H. House, Regular Session)

3012X THE SOCIAL CONTEXT OF EDUCATIONAL INSTITUTIONS

Relevant concepts of sociology applied to the context of educational systems. Behavioral, ecological, and cultural perspectives as frameworks of analysis. Topics include social stratification, mobility, social selection processes, conflict theory, and the sociology of the teaching career.
(E. J. Haller, Regular Session)

3013X DYNAMICS OF ORGANIZATIONAL BEHAVIOR

A seminar in adult human behavior as it is manifest in organizations including such topics as theories of interpersonal relations in organization; research in perception and organizational dynamics; influence, control, leadership; studies of clinical and developmental models of effecting change; evidence of reactions to organizational stimuli; considerations of the professional individual in complex organizations; conditions unique to education. Enrollment is limited to ten students.
(A. F. Brown, Regular Session)

3014 DYNAMICS OF ORGANIZATIONAL BEHAVIOR

A full course providing an opportunity for students to study adult human behavior in the organizational context as described in 3013X.
(J. C. Croft, Regular Session, by special arrangement with the Department)

3015X DEVELOPMENTAL PROJECTS SEMINAR

A seminar concerned with developmental projects growing out of departmental and student research. Relevant theory and research from various fields will be used to design possible solutions to practical administrative problems.
(M. P. Robbins, Regular Session)

3016 DEVELOPMENTAL PROJECTS SEMINAR

A full course providing an opportunity for students to take more extensive study of developmental projects as outlined in 3015X.
(W. G. Roberts, Regular Session, by special arrangement with the Department)

3017X ECONOMIC PROBLEMS IN EDUCATIONAL ADMINISTRATION

Intensive study of problems of concern to doctoral students whose research is in this area. Problems of productivity in education, input-output relationships, theories of grants-in-aid, cost-quality relationship, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing capital outlay, federal-provincial-local sharing of education costs, financing long-term developments in education.
(E. B. Rideout, Regular Session)

3018X THE POLITICS OF EDUCATION

An advanced, research-oriented seminar on the politics of education at the local, provincial, and federal levels. Areas of study will include those introduced in 1018X but will be treated in greater depth. Specific topics will reflect the interests and needs of the individual participants.

Prerequisite: 1018X or equivalent background in political science.
(Staff, Regular Session)

3019X EMERGING PROBLEMS IN EDUCATIONAL ADMINISTRATION

A seminar in new and emerging problems confronting administrators in various educational institutions. Examination of research relevant to the administrative process and current problems. Depending upon resources of staff and needs of students electing this course, it will examine emerging administrative problems in any one or combination of the following: colleges and institutions of higher education, culturally or economically disadvantaged areas, the large urban complex, programs of special education, and computer systems in administration.
(Staff, Regular Session)

3050X RESEARCH SEMINAR IN EDUCATIONAL ADMINISTRATION

Methodology in administrative research. Problems in the creation and measurement of organizational concepts and variables. Research design for organizational analysis. Critical examination of relevant research including that proposed by the Department and its students forms a major part of the seminar.
(M. P. Robbins, Regular Session)

3052X INDIVIDUAL READING AND RESEARCH IN ADMINISTRATION: DOCTORAL LEVEL

Description as for 1052X, but at the doctoral level.

ADULT

EDUCATION

Department of Adult Education

J. R. KIDD, *Ed.D., LL.D. (Chairman)*
D. S. ABBEY, *Ph.D.*
J. A. DRAPER, *Ph.D.*
M. JOSEPHINE FLAHERTY, *M.A.*
N. H. HIGH, *Ph.D.*
ERNEST STABLER, *Ed.D.*
A. M. TOUGH, *Ph.D.*

ASSOCIATED INSTRUCTOR:

A. M. THOMAS, *Ph.D.*

PROGRAMS OF SPECIALIZATION

Programs of specialized study in Adult Education are available at the master's and doctoral levels. They are designed to further the competence of men and women whose professional interests include teaching, planning, or administration in programs of education and training for adults. Students come from a variety of agencies and several countries.

Each student's program of specialized study is worked out largely on an individual basis in keeping with the student's background and interests. In addition to courses in Adult Education, the student's program may include courses in Educational Administration, Curriculum, Higher Education, Measurement and Evaluation, Philosophy of Education, Applied Psychology, Sociology in Education, research design, or other subjects that will further his particular professional interests. He may also take a graduate course in some other department of the School of Graduate Studies.

Training directors and others involved in training and development in business, industry, government, and other organizations may be interested in a special program in manpower development, leading to a Master of Education degree. A second special program designed for administrative and teaching personnel of the Colleges of Applied Arts and Technology is also being planned. Printed descriptions of these M.Ed. programs, and further information, may be obtained from the Department of Adult Education.

Arrangements have also been made for a special certificate program. Inquiries should be directed to Dr. James A. Draper.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

The normal M.Ed. program with specialization in Adult Education consists of ten half-courses. However, students who have completed a year of professional education for teaching, or the equivalent, ordinarily take only eight half-courses.

The student's courses usually include the following, although these normal requirements may be modified to suit a student's particular interests and needs:

1100X Outline of Adult Education.

Three other half-courses in Adult Education.

Electives to be selected with the approval of the student's faculty advisor.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

In addition to the master's thesis, the student's program of six half-courses usually includes the following, although these normal requirements may be modified to suit a student's particular interests and needs:

1102X Research Seminar in Adult Education: Master's Level.

Two other half-courses in Adult Education.

One appropriate half-course in statistics and research design.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ph.D. program are outlined on pages 21 to 23.

The major in Adult Education normally consists of 3102X—Research Seminar in Adult Education, and two other half-courses in Adult Education, one of which may be a 3152X course in the field of the dissertation. One of the two required minors is frequently made up of half-courses in statistics and research design necessary to support the proposed research project. This normal program may be modified, however, to suit a student's particular interests and needs.

COURSES

A course is identified with this Department when the first two digits in the course number are 11 or 31. See also course listings under Higher Education.

1100X OUTLINE OF ADULT EDUCATION

A critical examination of adult education in Canada, including historical and contemporary programs, practices, and agencies. Current philosophical and social issues in the practice of adult education.
(J. R. Kidd, Regular Session and Summer Session)

1101X PROGRAM PLANNING AND TEACHING METHODS FOR ADULTS

Program planning and curriculum development for adults, with emphasis on setting objectives and evaluating results. Various teaching methods for small groups and large groups. The role and functions of the instructor

of adults. Selection and counseling of students.
(N. High, A. Thomas, Regular Session and Summer Session)

1102X RESEARCH SEMINAR IN ADULT EDUCATION: MASTER'S LEVEL

This seminar is restricted to students who want help in planning a thesis research project in adult education. At various stages of his thinking and planning, the student may seek helpful reactions from other members concerning his tentative purposes or expected benefits, research problems or questions, and research design. Some pioneering research and needed research in adult education may also be discussed.
(Staff, Regular Session)

1104X COMPARATIVE PERSPECTIVES IN ADULT EDUCATION

Development of organized forms of adult learning particularly in European and North American societies but also in other countries of the world during this century. Review of the historical and philosophical influences upon adult education. International cooperation in adult education.
(J. R. Kidd, Regular Session and Summer Session)

1105X COMMUNITY EDUCATION AND DEVELOPMENT

Issues and concepts relating to community development, literacy, basic education, innovation, and social change, together with their historical development. Theory and concepts in Canada and abroad; the problems of under-educated adults; methods, evaluation, and training in community development; the role of various agencies, government and non-government, in development.
(J. A. Draper, Regular Session and Summer Session)

1106X SMALL GROUP THEORY AND ADULT EDUCATION

Theory and research about small groups. Applications of group theory to the training and education of adults.
(Staff, Summer Session)

1107X PSYCHOLOGICAL DEVELOPMENT DURING ADULTHOOD

An examination of the factors involved in the physical and mental development of adults and the problems encountered at various stages of adulthood. Implications for the educator and counselor of adults.
(J. Flaherty, Regular Session and Summer Session)

1108X INDIVIDUAL ADULT LEARNING

This informal seminar is designed to help each student select and learn about one or more aspects of individual adult learning. For example, a student might be interested in learning about certain aspects of learning projects; about possible implications for theory and practice in adult education; or about individualized help for adult learners now being provided by educational institutions,

learning consultants, or printed materials.
(A. M. Tough, Regular Session)

1152X INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic.

1223X SEMINAR: EDUCATIONAL APPLICATIONS OF THE PSYCHOLOGY OF COMMUNICATION

Language and perception, linguistics and language learning, semantics, non-verbal communication, mass media, measuring effectiveness of communications.

Prerequisite: Permission of the instructor.
(D. S. Abbey, Regular Session)

3102X RESEARCH SEMINAR IN ADULT EDUCATION: DOCTORAL LEVEL

This seminar is restricted to students who want help in planning a thesis research project in adult education. At various stages of his thinking and planning, the student may seek helpful reactions from other members concerning his tentative purposes or expected benefits, research problems or questions, and research design. Some pioneering research and needed research in adult education may also be discussed.
(A. M. Tough, Regular Session)

3107X SOCIAL FOUNDATIONS OF ADULT EDUCATION

Social forces bearing upon the need for, and content of, adult education. A theoretical framework for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
(Staff, Regular Session)

3152X INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic.

COMPUTER APPLICATIONS

Department of Computer Applications

L. D. MCLEAN, *Ph.D. (Chairman)*
S. CHURCHILL, *Ph.D.*
D. G. CRAWFORD, *M.A.*
R. W. B. JACKSON, *Ph.D., F.R.S.S.*
R. G. RAGSDALE, *Ph.D.*
M. W. WAHLSTROM, *Ph.D.*

PROGRAMS OF SPECIALIZATION

Full programs of specialization in this field are not yet available. However, special programs leading to an M.Ed., M.A. or Ph.D. with specialization in Computer Applications can be worked out for individual students. Certain courses are offered, designed not only for the student with a primary interest in computers as applied to education, but also for students in other fields whose studies are likely to involve the use of computers in the solution of research problems.

Various graduate courses under the University of Toronto's Institute of Computer Science may be included in an individualized program for a student seeking specialization in this field. Examples are Course 1003 — Programming for Social Scientists, and Course 1010 — Languages for Computer Programming.

Some background in university mathematics is required for most courses in the Institute of Computer Science, and high quantitative ability is a prerequisite for anyone seeking to specialize in the Department of Computer Applications. Applicants without sufficient mathematics background will be required to demonstrate high scores on the Aptitude Test of the Graduate Record Examinations or on the Doppelt Mathematical Reasoning Test.

COURSES

A course is identified with this Department when the first two digits in the course number are 15 or 35.

1500X INDIVIDUALIZED INSTRUCTIONAL TECHNOLOGY

A systematic application of theory and research in educational technology and psychology to the design and implementation of individualized instruction. Theoretical and methodological contributions will be drawn from training research, programmed instruction and systems technology.
(D. G. Crawford, Regular Session)

1501X COMPUTER-GUIDED INSTRUCTION

Theory, practice, and current research in the use of computers to guide instruction: basic computer operations and principles that relate to current concepts of teaching and learning.

Prerequisite: 1500X
(R. G. Ragsdale, Regular Session)

1510X COMPUTER APPLICATIONS TO RESEARCH PROBLEMS

Current techniques of computer applications in educational research, including consequent changes in research design and practices. Students will be expected to make use of computing facilities in the solution of typical problems.
(Staff, Regular Session; S. Churchill and M. W. Wahlstrom, Summer Session)

1520X EDUCATIONAL DATA PROCESSING

Principles of using computers to solve problems arising in an educational system: unit record and special equipment (e.g., optical scanning devices); basic programming languages; fundamentals of system design; extracting and evaluating management information.

Prerequisite: 1666X or equivalent
(M. W. Wahlstrom, Regular Session)

1530X EDUCATIONAL DATACOMMUNICATIONS

Study of the systems set up for communication between computers and between peripheral devices and computers. Transmission line characteristics, interfaces required, software problems and hardware limitations. Emphasis on human-computer and computer-computer interaction over distances exceeding 1000 feet.
(L. D. McLean, Regular Session)

1540X COURSEWRITING LANGUAGES

A comparative study of languages for writing instructional sequences to be administered by a computing system: language elements and structure; implementation on major existing systems; system utilization; implications for instructional design. Students will be expected to gain a working knowledge of selected languages.
(S. Churchill, Regular Session)

1552X INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

1704X SELECTED TOPICS IN MATHEMATICAL AND STATISTICAL TECHNIQUES FOR EDUCATIONAL PLANNING

Described under the Department of Educational Planning.
(G. S. Tracz, Regular Session and Summer Session)

1707X A MACRO-MODEL OF AN EDUCATIONAL SYSTEM

Described under the Department of Educational Planning.
(W. P. McReynolds, Regular Session)

3552X INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: DOCTORAL LEVEL

Description as for 1552X, but at the doctoral level.

3556X RESEARCH SEMINAR ON INFORMATION PROCESSING IN EDUCATION

A seminar for selected graduate students and interested faculty members for the discussion of special topics such as information retrieval, computer-based instruction systems, and educational information systems.
(Staff, Regular Session)

3557X NON-NUMERIC PROCESSING

The course will be oriented toward the research interests of participating students with specific reference to alphanumeric string manipulation, classification and indexing; and content analysis including applications of the General Inquirer.
(S. Churchill and R. G. Ragsdale, Regular Session)

3704X MATHEMATICAL MODELS FOR DECISION-MAKING IN EDUCATIONAL PLANNING

Described under the Department of Educational Planning.
(G. S. Tracz, Regular Session)

3707X OPERATIONS RESEARCH FOR EDUCATIONAL SYSTEMS

Described under the Department of Educational Planning.
(W. P. McReynolds, Regular Session)

CURRICULUM

Department of Curriculum

MARION D. JENKINSON, *Ph.D.* *(Chairman)*
D. C. CAMPBELL, *Ed.M.*
C. CARLOW, *Ph.D.*
J. HERBERT, *Ed.D.*
E. J. INGRAM, *Ph.D.*
J. S. KATZ, *Ph.D.*
G. L. MCDIARMID, *Ph.D.*
J. MCINNES, *M.Ed.*
K. F. PRUETER, *Ed.D.*
HILDRED RAWSON, *M.Ed.*
ELLEN M. REGAN, *Ed.D.*
H. H. STERN, *Ph.D.*
J. WEISS, *Ph.D.*
I. D. WESTBURY, *B.A.*

PROGRAMS OF SPECIALIZATION

Programs in this Department are designed for students with particular interest in curriculum. By appropriate selection of courses in consultation with his faculty advisor, the student may specialize in various aspects of curriculum development, or in specific teaching fields, such as reading. Considerable latitude is left for the choice of electives, including appropriate courses in other departments of the School of Graduate Studies. It is anticipated that additional courses in the field of curriculum and instructional techniques will be offered in future years.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

The program consists of eight half-courses as follows:

1300 Foundations of Curriculum Development

Two of:

1200X Introduction to Educational Psychology
1610X Introduction to Measurement and Evaluation
1660X Introduction to Empirical Research in Education

Four elective half-courses, chosen with the individual's background and interests in mind, and approved by his faculty advisor. These may be selected from course offerings in the Department of Educational Theory or in another department of the School of Graduate Studies.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

In addition to the master's thesis, the program consists of six half-courses as follows, although the precise pattern may be varied when the student blocks out his individual program with his faculty advisor:

1300 Foundations of Curriculum Development

1200X Introduction to Educational Psychology

1610X Introduction to Measurement and Evaluation

1660X Introduction to Empirical Research in Education

or

1666X Basic Concepts of Statistics

One elective half-course.

In order to ensure a proper breadth of knowledge about education, candidates who are required to do prerequisite course work for admission to the M.A. program will be expected to include graduate half-courses from other departments in OISE.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

Doctoral candidates specializing in Curriculum must have demonstrated competence in teaching or appropriate field work for a period of at least two years before the degree is awarded.

Doctoral candidates must also have completed the courses listed for the Master of Arts degree in Curriculum or their equivalent.

In addition to the major thesis and other requirements as described on pages 22 to 23, the normal pattern of study for this degree is as follows:

A major in Curriculum:

3300X Research Seminar in Curriculum and Instruction

3301X Symposium in Research in Curriculum and Instruction

Two additional half-courses to be selected, one of which must be a further course in statistics if such a course is essential to the student's thesis.

A first minor in this or another department of OISE, consisting of two half-courses to be selected.

A second minor consisting of a full course in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

COURSES

A course is identified with this Department when the first two digits in the course number are 13 or 33.

1300 FOUNDATIONS OF CURRICULUM DEVELOPMENT (listed also as Course 1016 in the Department of Educational Administration)

A study of the psychological, sociological, and cultural determinants of curriculum development and ways in which these factors affect current programs in the schools. Formal and informal structures of organization in educational systems are also related to theories of innovation in courses of study, grouping of pupils, and other matters in the administration of education. This course relates closely to administrative problems in curriculum development and for this reason is offered in cooperation with

the Department of Educational Administration.
(G. L. McDiarmid, E. J. Ingram, W. G. Roberts, and associates, Regular Session and Summer Session)

1302X RECENT DEVELOPMENTS IN ELEMENTARY EDUCATION

An examination of selected modern developments in the curriculum and organization of elementary schools. The theoretical and empirical rationale for specific innovations will be emphasized.
(K. F. Prueter, Regular Session and Summer Session)

1303X RECENT DEVELOPMENTS IN SECONDARY EDUCATION

An examination of selected modern developments in the curriculum and organization of secondary schools. The theoretical and empirical rationale for specific innovations will be emphasized.
(Staff, Regular Session and Summer Session)

1304X CURRICULUM SPECIALIZATION

A course designed to permit the study of a curriculum area, such as vocational education, not already covered in the courses listed for the current year. This course will include field experience and research as well as the examination of theoretical bases underlying the respective curriculum areas.
Note: This course does not fulfil the function of 1352X. Course 1304X will include groups of students who are interested in pursuing in depth the problems of a specific area of the curriculum.
(Staff, Regular Session)

1306X DIAGNOSIS AND INSTRUCTIONAL TECHNIQUES

Study and practicum of pupil difficulties. Technique of preventive and remedial teaching in the elementary school with special emphasis on practices suitable for typical groups. The use of diagnostic tests, observations and examinations, and interpretations of the results.
(Staff, Regular Session)

1310X THE READING CURRICULUM

An examination of the content, sequence, and organization of the reading program Grades 1 to 12. The relation of the reading program to the overall curriculum. Criteria for assessing programs, texts, and supplementary materials. Problems of the measurement of reading achievement.
(J. McInnes, Regular Session and Summer Session)

1311X THE PROCESSES OF READING

The study of the auditory, visual, neurological, perceptual, cognitive, and emotional processes which contribute to the reading process. The development of teaching techniques as they apply to the reading curriculum at the elementary, high school, and college level.
(M. D. Jenkinson, Regular Session)

1312 LABORATORY IN READING DISABILITY

Theory and practice in the diagnosis and treatment of individual reading disorders.

Prerequisite: 1311X is a prerequisite or corequisite.
(H. Rawson, Regular Session)

1313X CURRICULUM FOR LANGUAGE DEVELOPMENT

The development of a school curriculum for language in the light of the contributions from linguistics, semantics, philosophy (ordinary language), psycho-linguistics and child psychology, and research in education.
(E. M. Regan, Regular Session)

1315X ENGLISH AT THE SECONDARY SCHOOL LEVEL

A critical analysis of prevailing practices and proposed innovations in the teaching of literature, expository writing, and the motion picture. Students will evaluate the rationale and implications of specific programs.
(J. S. Katz, Regular Session)

1316X MATHEMATICS IN THE SCHOOL CURRICULUM

Study of a variety of recent curriculum reforms in mathematics. Analysis of their characteristics, trends, compatibility with theories and research relating to meaningful learning, cognitive maturity, and motivation.
(C. D. Carlow, Regular Session and Summer Session)

1318X MODERN LANGUAGES IN THE SCHOOL CURRICULUM

Research on language teaching; history; socio-political and educational contexts; language teaching in relation to linguistics and psychology; theories, models and methodology; dimensions of language teaching; educational organization and modern languages.
(H. H. Stern, Regular Session)

1320X SCIENCE IN THE SCHOOL CURRICULUM

The incorporation of the content, methods, and worldview of science in the school curriculum: realities and possibilities.
(D. C. Campbell, Regular Session)

1322X SOCIAL STUDIES IN THE SCHOOL CURRICULUM

A review of major approaches and problems in secondary and elementary social studies education. Particular attention will be given to the rationales and teaching approaches of the newer social studies projects.
(I. D. Westbury, Regular Session)

1340X AUDIO-VISUAL COMMUNICATION IN TEACHING AND LEARNING

The conceptual study of learning experience, the place of communication in teaching, factors determining effective communication (with emphasis on perception and the

communication process), the unique characteristics of communications media (films, pictures, film strips, tape recordings, television, programmed instruction, etc.), and considerations regarding their effective use.
(Staff, Regular Session)

1341X INSTRUCTIONAL TECHNOLOGY AND THE SCHOOL

A critical examination of recent developments in audio-visual media and instructional devices and their implications for the classroom teacher (role in instruction), the learner (as an active participant in learning activities), class and school organization, and the aims and purposes of education. The assessment of a systems approach to the use of instructional technology and an evaluation of the media and devices used in selected case studies.
Prerequisite: 1340X
(Staff, Regular Session)

1352X INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1397X SEMINAR IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

A non-credit seminar for M.A. candidates for examination of problems relating to the student's research.
(Staff, Regular Session)

3300X RESEARCH SEMINAR IN CURRICULUM AND INSTRUCTION

Current research and theory development in curriculum and instruction. Reports and discussions by students and staff to provide experience in the selection and evaluation of research problems and procedures.
Prerequisite: 1300
(Staff, Regular Session)

3301X SYMPOSIUM IN RESEARCH IN CURRICULUM AND INSTRUCTION

An advanced symposium of staff and students for the exploration and development of theories and models in curriculum and instruction. This course will be restricted to students in the second year of their doctoral program.
Prerequisite: 3300X
(J. Herbert, Regular Session)

3302X SEMINAR IN THE EDUCATIONAL PROCESSES

An advanced seminar which will explore and synthesize recent behavioral science and educational research in the teaching processes; both theoretical and practical implications will be sought in the research areas explored.
(J. Herbert, Regular Session)

3310X RESEARCH SEMINAR IN READING AND LANGUAGE

The study of recent research and theory in the areas of reading and language and contingent fields. The pertinence of recent developments in psychology, linguistics, psycholinguistics, sociology, physiology, and neurology will be examined.
(M. D. Jenkinson, Regular Session)

3316X RESEARCH SEMINAR IN MATHEMATICS CURRICULUM

A critical examination of recent research relevant to the learning of deductive mathematical systems. Reports and discussions by students concerning the implications of this research for next steps in curriculum reform of secondary school mathematics.

Prerequisite: 1316X
(C. D. Carlow, Regular Session)

3340 RESEARCH SEMINAR IN AUDIO-VISUAL COMMUNICATION AND INSTRUCTIONAL TECHNOLOGY

The examination of various theories and models of communication, visual perception, and systems and their conceptual applicability to curriculum development and the design of instructional programs.

Prerequisites: 1340X and 1341X
(Staff, Regular Session)

3352X INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: DOCTORAL LEVEL

Description as for 1352X, but at the doctoral level.

HISTORY AND PHILOSOPHY OF EDUCATION

Department of History and Philosophy of Education

W. BREHAUT, *Ed.D. (Chairman)*
C. M. BECK, *Ph.D.*
G. L. CAPLAN, *Ph.D.*
B. S. CRITTENDEN, *Ph.D.*
J. S. HOCKLEY, *M.A.*
M. B. KATZ, *Ed.D.*
J. D. MYERS, *M.A.*

ASSOCIATED INSTRUCTOR:
A. F. SKINNER, *Ph.D.*

PROGRAMS OF SPECIALIZATION

This Department offers the following programs:

- M.A. in History of Education
- Ph.D. in History of Education
- M.A. in Philosophy of Education
- Ph.D. in Philosophy of Education

While there is no regular M.Ed. degree program offered by this Department, students who wish to take this degree with a majority of their courses in History or Philosophy of Education may be admitted. See the Master of Education for Special Purposes, page 19.

HISTORY OF EDUCATION

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY OF EDUCATION

The program leading to the M.A. in the History of Education is designed to be completed in one year by students with an undergraduate honours degree in history. Furthermore, the course is conceived as the first year of a program leading to the Ph.D. in the History of Education.

Students should note that the program outlined below is flexible. With the exception of courses 1419 and 3419, substitutions may be made with the consent of the student's advisor in order to meet special interests and needs. Alterations in the program as outlined below are anticipated, particularly in the following cases:

A. Students without teaching or other work experience in education will be required to gain some knowledge of the nature and problems of contemporary schools. The specific requirements will be worked out individually for each student with his advisor. These may include courses in other departments of the Institute, school visits, individual reading or other appropriate experiences.

B. Students with exceptionally strong backgrounds in history may be allowed to substitute courses in other parts of the Institute or Graduate School for some of the required courses in the History Department.

C. Students with special interests may be allowed to substitute relevant courses for some of the required courses in the History Department.

D. Students without the equivalent of an honours degree in history may be required to take preliminary courses before being admitted to degree candidacy.

One-Year Program Leading to M.A.

(a) 2 half-courses in the History of Education.

(b) 1 full course in the History Department. (See points B and C above.)

(c) 1419. This seminar is a full course. It includes discussion of issues in historiography, practice in analyzing historical documents, and supervised experience in historical research. The development of a minor thesis at the M.A. level, on a carefully delimited topic, will be one of the requirements of the course.

Year 2 (counting the one-year program for M.A. as Year 1)

(a) 3419. This seminar is a full course. It is limited to doctoral students in the History of Education and includes issues and exercises similar to those covered in 1419, but at an advanced level.

(b) 1 full course in the History Department.

(c) 1 full course to be decided with advisor.

Year 3

Fall:

(a) Independent reading.

(b) Comprehensive examination on student's special fields.

(c) Formulation and presentation of thesis topic.

Spring:

Begin work on thesis.

Students should note that in many cases a fourth year will probably be necessary to finish the thesis and take the Senate oral examination.

COURSES

HISTORY OF EDUCATION

A course is identified with this Department, in History or Philosophy of Education, when the first two digits of the course number are 14 or 34.

1401X HISTORY OF EDUCATIONAL THOUGHT TO 1750

A study of the influence of educational thought to 1750 in shaping the developing conceptions of the aims and meaning of the educational process; its contribution toward a sound basis for the interpretation and appreciation of modern theories and practices; the writings and influence of prominent thinkers.
(Not offered in 1968-69)

1402 HISTORY OF MODERN EUROPEAN EDUCATION

A study of the relation of theory and practice in the modern period.

Consideration will be given to the relation between educational, political, and social questions including, e.g., nationalism, church-state relations.
(J. S. Hockley, Regular Session)

1403X HISTORY OF EDUCATION IN CANADA

A seminar course on selected aspects of the development of education in Canada; topical study of the development in Canada of educational administration, curriculum and methods, teacher education, and other aspects of education to be decided in class.
(W. Brehaut, Regular Session; Staff, Summer Session)

1405X HISTORY OF EDUCATION IN GREAT BRITAIN

A study of the educational traditions of the countries of Great Britain. Attention will be directed to the economic, social, and political forces which shaped each. These traditions will be compared and related to modern problems in Great Britain.
(Staff, Summer Session)

1407X EDUCATION IN 19TH CENTURY BRITAIN

This course is concerned primarily with the political, social, and educational implications of the National (i.e., State) Education controversies that mark this period in England, Scotland, and Ireland.
(J. D. Myers, Regular Session)

1411 HISTORY OF AMERICAN EDUCATION

(Also listed as History 1005, School of Graduate Studies, University of Toronto.)
The development of education in the context of American cultural history.
(M. B. Katz, Regular Session)

1413X TOPICS IN THE HISTORY OF NORTH AMERICAN EDUCATION

Tutorial discussions of individually selected readings. Limited to students with an M.A. in History of Education or its equivalent. Permission of instructor required.
(M. B. Katz, Summer Session)

1414X NORTH AMERICAN EDUCATION: THE HISTORICAL PERSPECTIVE

A lecture and group discussion course designed especially for students with limited background in history who are enrolled in programs other than in History of Education.
(To be offered for the first time in 1969-70)

1415X CONTEMPORARY AMERICAN EDUCATIONAL THOUGHT

Discussion of prominent writers on education and important contemporary issues; some attention to historical background. Intended for practicing educators; limited to twelve students.
(M. B. Katz, Summer Session)

1417X POLITICS IN THE HISTORY OF CANADIAN EDUCATION

Analysis of specific cases in the history of Canadian education where political considerations have played a crucial role in educational policy decisions.
(J. D. Myers, Regular Session)

1419 RESEARCH SEMINAR IN THE HISTORY OF EDUCATION: MASTER'S LEVEL

Discussion of issues in historiography, practice in analyzing historical documents, and supervised experience in historical research. Required of all candidates for M.A. in History of Education.
(M. B. Katz, Regular Session)

1452X INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1460X COMPARATIVE EDUCATION: THE WESTERN TRADITION

A comparative study of the educational systems, their problems and practices, in such countries as Great Britain, U.S.A., France, and the U.S.S.R., and in other Western countries as time may permit or as the interest of students may determine. Attention will be given not merely to the factual data of organization and administration but also to the educational thought supporting them, to contrasts and solutions relative to education in Canada, and to the understanding in some degree of the social, economic, historical, and other factors which have fashioned the development of these systems.
(A. F. Skinner, Regular Session and Summer Session)

1464X PROBLEMS OF EDUCATION IN DEVELOPING COUNTRIES

A seminar course offering a comparative study of the role of education in political development, modernization, and social change in selected developing countries. The nation-states of Africa and the Caribbean will receive considerable attention, while comparative data from India, Pakistan, and South-East Asia may be introduced in accordance with the interests of the students.
(G. L. Caplan, Regular Session and Summer Session)

1466X HISTORY OF EDUCATION IN AFRICA

A seminar course offering an analytical survey of education in Africa from pre-colonial indigenous education systems to the adaptation of the several colonial education systems by independent Africa. The

effect of colonial education upon the independence struggle will receive special scrutiny, as will the problem of the elitism of the educated in the independent nations.
(G. L. Caplan, Regular Session)

3419 RESEARCH SEMINAR IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL

Issues and exercises similar to those in 1419 but at an advanced level. Required of all candidates for the Ph.D. in History of Education.
(Staff, Regular Session)

3452X INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL

Description as for 1452X, but at the doctoral level.

PHILOSOPHY OF EDUCATION

MASTER OF ARTS WITH SPECIALIZATION IN PHILOSOPHY OF EDUCATION

A. Candidates will be admitted to a one-year course for this degree provided philosophy has been a major subject in their bachelor's degree. The honour philosophy courses offered by the University of Toronto will be taken as the standard for assessing the extent and level of work done in philosophy by graduates from other universities. In certain cases, some additional course work or reading in philosophy may be required.

B. Candidates who are accepted for this degree but who do not have an adequate background in philosophy will be required to undertake a preliminary year of study, mainly in philosophy.

C. Candidates, in either Section A or B, who have no teaching or other work experience in education will be required to gain some knowledge of the nature and problems of contemporary schools. The specific requirements will be worked out individually for each student with his advisor. These may include courses in other departments of the Institute, school visits, individual reading or other appropriate experiences.

D. Students who intend to proceed to the Ph.D. may be required to take a written examination in philosophy at the beginning of the year leading to the M.A. Details of the examination (including a syllabus of topics and readings) will be sent to the students concerned at the time their applications are accepted The main purpose of the examination is to provide a guide in planning the student's courses.

Preliminary Year for M.A. (where necessary)

(a) 4 honour courses in the Philosophy Department. Choice from among the following: 420 (Social and Political Ethics) or 421 (Ethical Problems: Seminar); 422 (Modern Philosophy); 425 (Analytical Philosophy); 426 (Philosophy of Religion) or 424 (Philosophy of History) or 427 (Philosophy of Science).

(b) 1 half-course from among Curriculum, History of Education, Sociology in Education, or Applied Psychology.

One-Year Program Leading to M.A.

(a) 1 full course in Philosophy of Education.
(b) 1 half-course in Philosophy of Education.
(c) 1 half-course from among Curriculum, History of Education, Sociology in Education, or Applied Psychology.
(d) 1 full course in the Philosophy Department.
(e) A minor thesis. (The possibility of permitting some students to substitute additional course work for the thesis is under discussion.)

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN PHILOSOPHY OF EDUCATION

A. The usual requirement for admission to this degree is an M.A. with specialization in Philosophy of Education in which the student has maintained a minimum average of high second class (or its equivalent) and has demonstrated his ability to do independent and critical work.

B. Students who have an M.A. in philosophy may also be admitted provided they have reached the standard specified above. In addition to the following, they will usually be required to take one full course or two half-courses in Philosophy of Education and two half-courses in other programs of the Institute.

C. Students are required to submit a thesis proposal to their course advisor by the end of October of Year 2. The comprehensive examination (Year 3) will give special emphasis to the area within which the topic falls. The normal structure of the program is as follows:

Year 2 (counting the one-year program for M.A. as Year 1)

(a) 1 full course in Philosophy of Education.
(b) 1 half-course in practice of philosophical criticism (3454X).
(c) 1 full course in the Graduate Department of Philosophy (choice to be made with particular reference to probable thesis area).
(d) 1 half-course from among Curriculum, History of Education, Sociology in Education, or Applied Psychology.

Year 3

(a) Preparation for comprehensive

examination in philosophy of education (including general work in philosophy). The examination may be written or oral.

(b) Detailed preparation of thesis topic. Formal evaluation of thesis topic.

(c) Begin work on thesis.

COURSES

PHILOSOPHY OF EDUCATION

1434X PHILOSOPHICAL ASPECTS OF THE RELATIONSHIP BETWEEN SCHOOL AND SOCIETY

Topics will include: the role of the school as an agent of social change; authority in education; academic freedom; the determination of values and policies for education in a pluralistic society. Special reference will be made to the writings of John Dewey, Emile Durkheim, Ortega y Gasset, Giovanni Gentile, Karl Mannheim, and Karl Marx.
(B. S. Crittenden, Regular Session)

1440X KEY CONCEPTS IN THE STUDY AND PRACTICE OF EDUCATION

Among the concepts to be examined are the following: teaching, educating, learning, understanding, and knowing. The course will also consider the logical/psychological distinction, the logic of educational slogans, and some examples of the role of philosophical criticism in the behavioral study of education.
(Staff, Summer Session only.)

1444X THE LOGIC OF THE CURRICULUM

The course will be concerned with the following topics: (a) varieties of knowledge: general and specific, theoretical and practical, abstract and concrete, and so on; (b) types of school subject: science, mathematics, history, and so on; structures and inter-connections; (c) knowledge structures, conceptual systems, and the life and development of the child; the question of value; (d) the notion of "general method" in learning and instruction.
(C. M. Beck, Regular Session and Summer Session)

1453X INDIVIDUAL READING AND RESEARCH IN PHILOSOPHY OF EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not available in existing courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

3434X ETHICS AND VALUE THEORY IN EDUCATION

An analysis of the ethical aspects involved in the role of the school and in the educative process: (i) the general relevance of ethics and value theory for education; (ii) ethical problems which arise from the situation of common schools in a pluralistic society; (iii) the content and method

of moral education; (iv) other aspects of the curriculum and the life of the school.
Ordinarily taken in the first term only.
(B. S. Crittenden; not offered in 1968-69)

3435X ETHICS AND VALUE THEORY IN EDUCATION—SPECIAL TOPICS

Ordinarily a second-term course with 3434X as a prerequisite.
(B. S. Crittenden; not offered in 1968-69)

3436X AESTHETICS AND EDUCATION

In general, a discussion of (i) the role of the school and specific aspects of the educative process from the viewpoint of aesthetic value, and (ii) philosophical aspects of teaching and learning in the realm of aesthetic value. Special attention will be given to the following: the nature of an aesthetic object; aesthetic experience; descriptive, interpretive and evaluative didactic statements about aesthetic objects; art and society; the bearing which theories of literary criticism have on the purposes, organization, and methods of teaching literature.
(B. S. Crittenden, Regular Session)

3440X THEORY BUILDING IN EDUCATION: THE ROLE OF PHILOSOPHY

The course will be concerned with: (a) Contemporary views on what "philosophy of education" is. An evaluation of these views and an attempt to define the general role of philosophy in educational theory building and educational practice. (b) A consideration of the nature of social sciences and practical inquiries in general. (c) A consideration of educational inquiry in particular: education as a discipline; the nature of educational theory; types of educational proposition; the relation of theory to practice in education.
Ordinarily given in the first term only.
(C. M. Beck, Regular Session)

3441X THEORY BUILDING IN EDUCATION: THE ROLE OF PHILOSOPHY—SPECIAL TOPICS

Ordinarily a second-term course with 3440X as a prerequisite.

3453X INDIVIDUAL READING AND RESEARCH IN PHILOSOPHY OF EDUCATION: DOCTORAL LEVEL

Description as for 1453X above, but at the doctoral level.

3454X PRACTICE OF PHILOSOPHICAL CRITICISM

This course is required of all Ph.D. candidates specializing in Philosophy of Education. Students will write short critical papers and present them for discussion with the instructor and one or two other students every two weeks. Topics will be taken from writings in the philosophy of education, other areas of philosophy particularly relevant to education, the social sciences, and popular statements about education.
(Staff, Regular Session)

MEASUREMENT AND EVALUATION

Department of Measurement and Evaluation

V. R. D'OYLEY, *Ed.D. (Chairman)*
S. A. ALVI, *Ph.D.*
S. M. AVITAL, *Ed.D.*
R. P. BHARGAVA, *Ph.D.*
D. F. BURRILL, *M.Ed.*
D. CAMPBELL, *Ed.M.*
G. T. EVANS, *Ph.D.*
A. EVEN, *M.Ed.*
W. G. FLEMING, *Ed.D.*
DOROTHY HORN, *Ed.D.*
S. B. KHAN, *Ph.D.*
S. NISHISATO, *Ph.D.*
D. M. ROBERTS, *Ed.D.*
R. E. TRAUB, *Ph.D.*
J. WEISS, *Ph.D.*

ASSOCIATED INSTRUCTOR:

D. FRIEDLANDER, *Ph.D.*

PROGRAMS OF SPECIALIZATION

The Department offers work at both the master's and doctoral levels, although it is hoped that students who are selected will complete the doctoral program. The M.Ed. is a terminal degree while the M.A. is viewed as one step toward the doctorate. The general requirements for the M.Ed., M.A., and Ph.D. degrees are detailed on pages 18 to 23.

The basic goal of the Department is to train students to become competent researchers in the fields of measurement and quantitative experimental methods and theory. Graduate work in these fields usually involves considerable training in the areas of descriptive and inferential statistics, classical and modern test theory, scaling theory, quantitative psychology, various aspects of test development, and research methods appropriate for designing and executing empirical investigations. As he approaches the completion of his course work, the doctoral student will be required to take a comprehensive examination before pursuing his doctoral research.

All M.A. or Ph.D. students will be required by the end of their first year of residence to demonstrate competence in FORTRAN IV or PL/I computer programming techniques. Where necessary, special short courses of about twelve to fifteen hours will be arranged.

A similar requirement of proficiency in certain aspects of matrix theory and calculus will be made for Ph.D. students. Short courses will be arranged. Students are encouraged to write to the Department for more information about the different programs.

COURSES

A course is identified with this Department when the first two digits are either 16 or 36. Courses at the 1600 level are generally considered introductory while the 3600 courses are more advanced. However, this does not imply that doctoral students cannot receive credit for 1600 level courses or that master's students cannot take 3600 level courses.

1605X TEST CONSTRUCTION

A course providing an introduction to the theory of mental tests and experience in constructing educational and psychological measuring instruments. Students are expected to construct a measuring instrument and pretest it.

Prerequisite or corequisite: 1610X or the equivalent, and 1666X.
(Staff, Regular Session)

1610X INTRODUCTION TO MEASUREMENT AND EVALUATION

A presentation of the basic principles of measurement. Topics covered will include a *brief* review of descriptive statistics; discussions of the concepts of reliability, validity, and norms; the construction of teacher-made tests; and an examination of selected standardized aptitude, achievement, and personality tests. A knowledge of descriptive statistics is expected. A student lacking this background is required to contact the Department at least three weeks prior to the first meeting of the course in order to arrange for appropriate make-up work.
(Staff, Regular Session and Summer Session)

1611X ESSENTIALS OF PSYCHOLOGICAL TESTING FOR GUIDANCE PERSONNEL

A survey of the measuring instruments used by school guidance personnel. Topics included are a *brief* review of the criteria used to evaluate measuring instruments, a study of the psychological theories underlying the most frequently used psychological tests, and actual experience in the administration of tests and in the interpretation of test results.

Prerequisite: 1610X or the equivalent.
(S. Alvi, Regular Session and Summer Session)

1652X INDIVIDUAL READING AND RESEARCH IN MEASUREMENT: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in the available courses. While course credit is not given for a thesis investigation proper, the study here may be related to a thesis topic.

Prerequisite: None, if the project is primarily library research; 1660X and 1666X or equivalents, if the project is empirical research.
(Staff, Regular Session and Summer Session)

In the Regular Session 1968-69, a special version of 1652X will be offered for individual students. It will be known as 1652XA — Individual Reading and Research in Measurement: Master's Level: Introduction to Factor Analysis.

The course will include an introductory treatment of the linear factor model with consideration of the analytical techniques for estimating communalities, extracting factors, rotation, and estimation of factor scores. Problems of design and interpretation will be discussed, together with a wide variety of research applications from the recent literature.

Prerequisites: 1605X, 1610X, and 1666X or equivalents.
(Staff, Regular Session)

1660X INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION

A consideration of some basic methodological problems in educational research. Topics such as variable, model, hypothesis, quantification and measurement, variance, inference, and experimental reasoning will be discussed. These themes will be related to a consideration of research papers with particular reference to developmental research. The course will conclude with treatment of the nature of, and processes involved in, the dissemination of educational research data.
(Staff, Regular Session and Summer Session)

1666X BASIC CONCEPTS OF STATISTICS

Elementary probability and statistical inference, with applications to the behavioral sciences. Topics include estimation and hypothesis testing up through simple correlation, regression, and one-way analysis of variance. Students from some departments will be required to attend a departmental research seminar as part of the requirements for this course.
(S. Avital, Regular Session and Summer Session)

3602X FACTOR ANALYSIS WITH APPLICATIONS TO PROBLEMS IN EDUCATION

Beginning with the advanced problems of factor analysis, e.g., problems of metric, statistical estimation, factor invariance, rotation criteria, multimode factor analysis, non-linear models, and questions of design and interpretation, the course also includes such topics as image analysis, simplex analysis, latent structure analysis, and latent partition analysis.

Prerequisites: 1605X, 1652XA, and 1666X or equivalents.
(G. Evans, Regular Session)

3605X THEORY OF MENTAL TESTS

A study of the statistical theory of mental tests beginning with the classical test theory model and proceeding to a consideration of selected recent developments in the field.

Prerequisites: 1605X, 1610X, and 3666X (or concurrent registration in 3666X) or equivalents.
(R. E. Traub, Regular Session)

3637X PSYCHOLOGICAL SCALING THEORY

Emphasis on rigorous statistical bases for scaling procedures. Mathematical and statistical preliminaries (some calculus) will be discussed. The procedures outlined are current Thurstonian scaling procedures, optimal scaling, Guttman-type scaling, multidimensional unfolding and multidimensional scaling, and Coomb's system. Practical application of the developed procedures will be illustrated.

Prerequisites: 1605X, 1610X, and 3666X or equivalents and a strong mathematical background.
(S. Nishisato, Regular Session)

3652X INDIVIDUAL READING AND RESEARCH IN MEASUREMENT: DOCTORAL LEVEL

Same as 1652X but at the doctoral level. Primarily designed for empirical research projects.

Prerequisites: Those prerequisites referred to in 1652X for empirical research projects.
(Staff, Regular Session and Summer Session)
In the Regular Session 1968-69, a special full-course version of 3652X will be offered for individual students specializing in statistical applications. Since it will be a full course, it will be known as 3652XA-3652XB — Individual Reading and Research in Measurement: Doctoral Level: Intermediate Statistical Theory and Experimental Design. The course will include the content of 3666X and, in addition, seminars on a selection of the following topics: sufficiency of statistics, likelihood, maximum likelihood estimation, two-way non-orthogonal designs, incomplete block designs, confounding, fractional replication, split plot designs, general linear hypotheses, methods of fitting constants, orthogonal polynomials, and covariance analysis for the case of more than one covariate. There will be, in addition, a discussion of sampling techniques including nested sampling, etc. Three lectures will be devoted to the use of computers in the analysis of experiments.

Prerequisites: 1666X or equivalent.
(Staff, Regular Session)

3666X INTERMEDIATE STATISTICS AND RESEARCH DESIGN

Analysis of variance of complete and incomplete designs, multiple regression and correlation, as well as analysis of covariance are included.

Prerequisite: 1666X or equivalent.
(R. P. Bhargava, Regular Session and Summer Session)

3668X MULTIVARIATE ANALYSIS WITH APPLICATIONS

Discussions of Hotelling's T^2, multivariate general linear hypothesis, principal component analysis, canonical correlations, and discriminant functions.

Prerequisite: 3652XA-3652XB or equivalent plus some knowledge of matrix theory and calculus.
(R. P. Bhargava, Regular Session)

3674X ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisites: 1610X, 1660X, and 3666X or equivalents.
(Staff, Regular Session)

EDUCATIONAL PLANNING

Department of Educational Planning

CICELY WATSON, *Ph.D. (Chairman)*
W. E. ALEXANDER, *Ph.D.*
N. D. BIDANI, *Ph.D.*
J. M. BUTORAC, *Ph.D.*
M. L. HANDA, *M.A.*
E. B. HARVEY, *Ph.D.*
J. W. HOLLAND, *Ph.D.*
E. H. HUMPHREYS, *M.Ed.*
BETTY B. MACLEOD, *Ph.D.*
W. P. MCREYNOLDS, *M.Sc.*
W. MICHELSON, *Ph.D.*
C. ST. JOHN, *M.A.*
J. W. SIMMONS, *Ph.D.*
G. S. TRACZ, *Ph.D.*

ASSOCIATED INSTRUCTORS:

S. QUAZI, *D.T. & R.P.*
F. G. RIDGE, *Ph.D.*

PROGRAMS OF SPECIALIZATION

There are three programs of specialization in the field of Planning: M.Ed., M.A., and Ph.D.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

This program is intended primarily for microplanners who may be employed within an educational system at the institution level, the board level, or the area superintendency level. It has been designed with special reference to the needs of Ontario, but applications from students from other Canadian provinces and other countries will be considered. Preference will be given to students whose prior study is particularly useful for planning (e.g., town planning, engineering, geography, economics, demography, statistics, mathematics, sociology), or those whose positions involve certain planning responsibilities. Students must have taken Course 1666X — Basic Concepts of Statistics, or its equivalent. Certain other make-up courses may also be required, depending on the background of the applicant.

The program, which may be taken part-time, consists of eight half-courses, ordinarily as follows:

1700X, 1701X, 1702X	Theories of Planning, with Practicum
1703X	Educational Planning: Economics of Human Resources
1704X	Selected Topics in Mathematical and Statistical Techniques for Educational Planning
1705X	Population Studies
1706X	The Budgetary Process in Educational Planning
1982X	School and Society

MASTER OF ARTS WITH SPECIALIZATION IN EDUCATIONAL PLANNING

This program has a macro-planning orientation, although some choice of option is permitted according to the student's major area of planning interest and possible future employment.

This is primarily a research degree, intended as a base for work at the doctoral level. Since there is no undergraduate program in Planning it is expected that the M.A. program will either: (a) extend over two years of study or (b) consist of the one year of full-time study normally taken after the equivalent of the M.Ed. program taken part-time. Some credit in the make-up study will be given students with a degree or diploma in town planning, or an honours undergraduate degree in economics, sociology, statistics or mathematics.

In addition to a Master's thesis and the equivalent of two months' supervised work in an educational planning office, the program consists of:

(a) One academic year of prerequisite work (generally consisting of six half-courses in Educational Planning) which may be taken part-time.

(b) Four advanced lecture or seminar half-courses in Educational Planning.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL PLANNING

A program with specialization in one of the planning areas (economics, sociology, demography, micro-planning) may be undertaken by students with an acceptable M.A. degree in Educational Planning or a related social science.

In addition to the major thesis and other requirements as described on pages 22 to 23, work for this degree includes:

(a) A major in Educational Planning consisting of four advanced seminars.
(b) A first minor in the student's original field — e.g. economics, sociology, statistics, town planning, demography — to consist of a graduate course taken in the appropriate department of the University.
(c) A second minor in Educational Theory, to consist of two half-courses taken in another department of the Institute.

COURSES

A course is identified with this Department when the first two digits in the course number are 17 or 37.

1700X THEORIES OF PLANNING WITH PRACTICUM: PART I

A study of concepts of town planning, regional planning, and land use as

applied to school planning; concepts of economic and social planning as applied to educational service, together with the range of work of planning offices; the relationship of planning to administration, of planning decisions and political decisions, and of planning and educational research.
Note: Students taking this course in Summer Session must ordinarily divide it over two consecutive summers, registering for 1700X and 1701X the one summer, 1702X the next. This course may be taken as one full course, 1700X plus 1701X, on permission of the instructor, in which case only part of the practicum is undertaken.
(C. Watson, S. Quazi, and F. G. Ridge, Regular Session and Summer Session)

1701X THEORIES OF PLANNING WITH PRACTICUM: PART II

Description as for 1700X.
(C. Watson, S. Quazi, and F. G. Ridge, Regular Session and Summer Session)

1702X THEORIES OF PLANNING WITH PRACTICUM: PART III

Description as for 1700X.
(C. Watson, S. Quazi, and F. G. Ridge, Regular Session and Summer Session)

1703X EDUCATIONAL PLANNING: ECONOMICS OF HUMAN RESOURCES

An analysis of the contribution of investment in human capital to economic growth, with special reference to problems of manpower and educational planning.
(M. L. Handa, Regular Session and Summer Session)

1704X SELECTED TOPICS IN MATHEMATICAL AND STATISTICAL TECHNIQUES FOR EDUCATIONAL PLANNING

An introduction to several mathematical forms which may be encountered by the students in the literature of educational planning. Topics may include linear algebra and matrices, differential and integral calculus, and probability theory. Data problems and computational techniques will also be discussed.
(G. S. Tracz, Regular Session and Summer Session)

1705X POPULATION STUDIES

An introductory course dealing with the problems, techniques, and methodology of demography. Topics include population measurement and prediction; mortality, morbidity and expectation of life; measurement of fertility and its differentials; estimation of internal migration and consideration of patterns of urbanization and location; determinants and consequences of international migration; the relationship of population to resources; the quality of population; population policies; the composition of population; the relationship of demographic factors to education.
(B. B. Macleod and N. D. Bidani, Regular Session; B. B. Macleod, Summer Session)

1706X THE BUDGETARY PROCESS IN EDUCATIONAL PLANNING

This course will concentrate on the links between planning and resource allocation in public education. Recent developments and new concepts in budgeting will be examined, with emphasis on their applicability to planning for expenditures on human resources in general and on education in particular.
(J. W. Holland, Regular Session and Summer Session)

1707X A MACRO-MODEL OF AN EDUCATIONAL SYSTEM

Topics will include: a general review of the class of macro-models described as flow models, including those of Stone, Armitage and Smith, and Clough and McReynolds; the difficulties involved in implementing macro-models because of data limitations and theoretical problems; illustration of a particular version of a flow model using Ontario data. The Ontario model will be used by students for actual computer simulations.
Computer programming is not a prerequisite.
(W. P. McReynolds, Regular Session)

1752X INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3703X ADVANCED SEMINAR: TOPICS IN ECONOMICS OF HUMAN RESOURCES

The seminar is primarily intended for students in the second year of their program. Specialized topics like: macro-models of education, production function, technological change, manpower forecasting techniques, etc., will be covered.

Prerequisite: 1703X or equivalent.
(M. L. Handa, Regular Session and Summer Session)

3704X MATHEMATICAL MODELS FOR DECISION-MAKING IN EDUCATIONAL PLANNING

Topics will include: systems analysis and management sciences in educational planning; simulation models; decision-making in a university system; specialized applications of computers; models of educational systems and processes; a survey of mathematical models in educational planning; and the application of mathematical programming and modern control techniques.

Prerequisite: 1704X or equivalent.
(G. S. Tracz, Regular Session)

3705X SEMINAR: ANALYSIS OF FERTILITY

This seminar will consider problems and methodology relevant to the study of fertility. Topics may include: trends and history for the West and for Canada; correlates of fertility and the demographic transition; cohort analysis; economic, social, ecological, cultural, legal, and biological variables affecting fertility; marriage and marriage patterns; fertility control; family size and planning studies; and fertility models.

Prerequisite: 1705X or equivalent.
(B. B. Macleod, Regular Session, 1968-69, and alternate years)

3706X SEMINAR: ANALYSIS OF MIGRATION

This seminar will consider problems and methodology relevant to the study of migration. Topics may include: theory or laws of migration; problems of migration statistics; the economic effects of migration; socio-economic and demographic differentials; migration in relation to urbanization and the pattern of industrial location; social and demographic consequences of mobility; planned migration; and internal migration in various developed and developing countries.

Prerequisite: 1705X or acceptable substitute.
(N. D. Bidani, Regular Session, 1969-70, and alternate years)

3707X OPERATIONS RESEARCH FOR EDUCATIONAL SYSTEMS

Topics will include: an introduction to stochastic processes, Markov processes and elementary queuing theory; optimization subject to constraints by mathematical programming methods, with applications in educational systems; an introduction to the theory of games and statistical decisions, simulation and scheduling techniques.
Mathematics prerequisites to be discussed with the instructor.

Prerequisite: 1704X or equivalent.
(W. P. McReynolds, Regular Session)

3710X SEMINAR: EDUCATIONAL PLANNING FOR STRUCTURAL CHANGE

This course will deal with educational processes as determinants of social and economic structural change. Policies, methods, and techniques of educational planning will be analyzed with special reference to concepts of national development and economic growth.
(J. W. Holland and W. E. Alexander, Regular Session)

3711X SEMINAR IN EDUCATIONAL PLANNING

A non-credit seminar which all planning students are required to attend. Several prominent speakers are invited during the regular session; a broad range of topics of interest to educational planners is covered. The main emphasis is on the reporting of on-going planning research and development work.
(W. P. McReynolds, Regular Session)

3752X INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: DOCTORAL LEVEL

Description as for 1752X, but at the doctoral level.

APPLIED PSYCHOLOGY

Department of Applied Psychology

D. W. BRISON, *Ed.D. (Chairman)*
R. M. LAXER, *Ph.D. (Associate Chairman)*
D. P. AUSUBEL, *Ph.D.*
S. M. AVITAL, *Ed.D.*
C. BEREITER, *Ph.D.*
JOANNA BOEHNERT, *Ph.D.*
ANN M. BORRESEN, *Ed.D.*
G. A. CASEY, *Ph.D.*
A. CASTANEDA, *Ph.D.*
H. I. DAY, *Ph.D.*
W. B. DOCKRELL, *Ph.D.*
J. FOTHERINGHAM, *M.D.*
W. FOWLER, *Ph.D.*
S. B. K. HENDERSON, *Ph.D.*
JUDITH T. KATZ, *M.A.*
D. R. KENNEDY, *M.Ed.*
A. M. MARCUS, *Ph.D.*
SOLVEIGA MIEZITIS, *M.A.*
H. G. NARROL, *Ph.D.*
D. R. OLSON, *Ph.D.*
L. E. PASS, *Ph.D.*
C. C. PITT, *Ph.D.*
DOROTHY SHIPE, *Ph.D.*
H. SILVERMAN, *Ph.D.*
E. V. SULLIVAN, *Ph.D.*
J. C. WEISER, *Ed.D.*
F. S. WILSON, *Ph.D.*

ASSOCIATED INSTRUCTORS:

JOAN E. BOWERS, *Ed.D.*
A. E. BROWN, *M.A.*
CATHARINE CAMPBELL, *M.S.W.*
R. C. HARRIS, *M.A.*
DOROTHY HILL, *Ph.D.*
E. E. HUFF, *B.Ed.*
L. LAZAR, *Ph.D.*
J. A. LINKLATER, *M.Ed.*
ELEANOR LONG, *Ph.D.*
MAIRI MACDONALD, *M.A.*
J. MCCALLUM, *Ph.D.*
C. NETLEY, *Ph.D.*
B. J. QUARRINGTON, *Ph.D.*
E. J. ROSEN, *M.D.*
B. SINCLAIR, *M.Ed.*
J. M. R. SKINNER, *M.A.*
J. A. TUCK, *Ph.D.*

PROGRAMS OF SPECIALIZATION

The Department of Applied Psychology offers specialized programs in the following areas:

- Educational Psychology
- Guidance and Counseling
- School Psychology
- Special Education

EDUCATIONAL PSYCHOLOGY

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PSYCHOLOGY

The program for this degree is designed primarily for practitioners who have a concern for the application of psychology to the educational enterprise in general. Eight half-courses are required, at least six of which should be selected from courses in the Department of Applied Psychology in consultation with the student's advisor.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY *(EDUCATIONAL PSYCHOLOGY OPTION)*

The M.A. and Ph.D. with specialization in Applied Psychology (Educational Psychology Option) are intended to prepare students for careers in teaching and educational research, with a psychological orientation, in research institutes, faculties of education, school board research departments, and other research settings.

Admission to the M.A. program ordinarily requires a background as follows:

A. Undergraduate courses in:
   (a) learning and motivation,
   (b) experimental psychology,
   (c) perception, (d) developmental psychology, (e) personality,
   (f) social psychology, (g) statistics and research design, (h) tests and measurement, or individual differences.

B. At least one graduate half-course in education from the following fields: (a) philosophy of education, (b) comparative education or history of education, (c) sociology in education. It is sometimes possible to take this half-course during the M.A. year.

C. Practical teaching experience would be helpful but is not essential. Students lacking such experience will be provided with an appropriate supervised experience in working with teachers and pupils in a school setting during the M.A. year.

It is intended that the M.A. program will accommodate students with a variety of backgrounds. Honours psychology graduates will normally be able to enter the M.A. year directly, or after completing the education prerequisite mentioned above. Practicing teachers and others with less than eight psychology courses can arrange to make up these deficits either in the Department of Applied Psychology or in the psychology department of an accredited university. A two-year M.A. program is available for those students who, since they have deficits in their psychology background, are unable to enter directly any of the Department's one-year M.A. programs.

The first year of a two-year M.A. typically consists of an appropriate combination of the following courses:

1200X	Introduction to Educational Psychology
1201X	Child and Adolescent Psychology
1204X	Introduction to Personality Theory as Applied to Education
1270X	Introduction to Learning Theory
1271X	Introduction to the Psychology of Motivation

1272X	Introduction to Social Psychology
1273X	Introduction to Experimental Methods in Educational Psychology

In addition to the thesis, the regular M.A. program consists of the following six half-courses:

1206X	Seminar: Learning and Cognitive Processes in Education
1207X	Seminar: Motivation in Education
3207X or	Research Seminar in Child Development
3208X	Research Seminar in Adolescent Development

One half-course in statistics if required (M.A. graduates are expected to perform at the level of 3666X—Intermediate Statistics and Research Design).

Options from:

1209X	Seminar: Social Psychology in Education
1208X	Seminar: Personality Development in Relation to Education
1223X	Educational Applications of the Psychology of Communication

Any other graduate half-course approved by the Department.

Students are also expected to participate in colloquia and informal research meetings organized by the Department.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY *(EDUCATIONAL PSYCHOLOGY OPTION)*

Students intending to proceed to the degree of Doctor of Philosophy should normally enter at the B.A. level and undertake the three-year course, the first year of which was described under the heading *Master of Arts with Specialization in Applied Psychology (Educational Psychology Option)*. However, a limited number of outstanding students holding an appropriate master's degree will be admitted to the second year of the doctoral program.

In addition to the doctoral thesis and other requirements for the Ph.D. described on pages 22 to 23, the program for the second and third years consists of eight half-courses as follows:

(a) A major, consisting of one of the 3200 series research seminars, plus one or two other supporting half-courses, making up a total of at least three half-courses in one of the following areas: learning and cognitive processes, motivation, developmental psychology, social psychology.

(b) A first minor, normally consisting of two appropriate half-courses within the Department of Educational Theory.

(c) A second minor, ordinarily

consisting of a full course in another department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

GUIDANCE AND COUNSELING

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE

The purpose of this program is to help meet the need for increasing numbers of well-prepared practitioners in the field of guidance. By agreement with the Ontario Department of Education, candidates pursuing a degree of Master of Education with specialization in Guidance may, by appropriate selection of courses, and when they are certificated and experienced teachers in Ontario, also fulfil course requirements for the Province of Ontario Intermediate and Specialist Certificates in Guidance. Further information is available in Circular 1967-68:40, Routes to School Guidance Certification, obtainable from the Ontario Department of Education, 44 Eglinton Avenue West, Toronto 12.

In addition to the general requirements detailed on pages 18 to 19, admission to the M.Ed. program with a specialization in Guidance ordinarily requires a background as follows:

(a) In addition to a course in Child and Adolescent Development, two courses are required in the social sciences, one of which must be beyond the introductory level. Courses must have been completed within the last ten years.

or

(b) Satisfactory completion of a summer program of qualifying work at the Institute. The summer program will ordinarily include a half-course in Child and Adolescent Development and a half-course in Educational Psychology.

In determining the prerequisites and course options, some consideration may be given to Ontario Guidance Certificates which an applicant may hold already.

The program consists of a minimum of eight half-courses as follows:

Normally Required Courses

1260X	Foundations of Guidance and Counseling
1261X	Group Work in Guidance
1266X	Theories of Vocational Development
1610X	Introduction to Measurement and Evaluation
1202X	Theories and Techniques of Counseling
1203X	Practicum in Counseling

Options

Students may select two additional half-courses subject to the approval of the advisor. These options may be selected from a wide range of courses including those listed below. The student's selection should take into account background strengths and weaknesses, future goals, and the need for a coherent sequence of courses.

1204X	Introduction to Personality Theory as Applied to Education
1205X	Individual Intellectual Assessment
1206X	Seminar: Learning and Cognitive Processes in Education
1209X	Seminar: Social Psychology and Education
1215X	Seminar: Group Processes
1262X	Organization and Administration of Guidance Services
1267	Advanced Practicum in Counseling
1284X	Behavior Disorders in Relation to Education
1013X	Supervisory Relationships
1107X	Psychological Development during Adulthood
1302X	Recent Developments in Elementary Education
1303X	Recent Developments in Secondary Education
1306X	Diagnosis and Remedial Techniques
1611X	Essentials of Psychological Testing for Guidance Personnel
1660X	Introduction to Empirical Research in Education
1666X	Basic Concepts of Statistics
1982X	School and Society

Other appropriate courses and seminars.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY

(SCHOOL CONSULTANT OPTION)

Details of this program are listed on pages 89 to 90. A student may take such a program with special emphasis on guidance and counseling.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY

(COUNSELING PSYCHOLOGY OPTION)

The program for this degree is designed to prepare counseling psychologists to work: (a) in schools, colleges, and institutes of education as members of the faculty; (b) in school systems as specialists in in-service training and psychological services; and (c) in university and other agency settings as counseling psychologists.

The admission requirements are similar to those for the Master of Arts degree with specialization in Applied Psychology (Educational Psychology Option). This is minimally a three-year residence program; the candidate will not normally be granted a Master of Arts degree at the end of the first year. However, under certain circumstances, it will be possible for a student at the end of the first year to enroll in an M.A. program with the School Consultant Option; such a program will consist of additional course work and a thesis. With additional make-up work, it may also be possible to transfer to other doctoral programs in the Department.

The three years of residence include three academic years and four summers of required work; the latter will be spent either in Summer Session or in a supervised, paid internship setting. Candidates will ordinarily begin the program in the Summer Session (July-August) prior to the opening of the regular academic year.

Programs are individually designed by the student and his advisor to insure adequate coverage of necessary areas of competency. Three summers of full-time paid internship will be planned to: (a) supplement course work, (b) help students integrate theory with practice, and (c) provide some specialization appropriate to the student's major interest.

First Summer and First Academic Year

The program for the first summer and academic year normally consists of eight half-courses (four from Section A, and four from Section B):

Section A

1206X	Seminar: Learning and Cognitive Processes in Education
or	
3200X	Research Seminar in Learning and Cognitive Processes
1207X	Seminar: Motivation in Education
or	
3212X	Research Seminar in Motivation in Education
3207X	Research Seminar in Child Development
or	
3208X	Research Seminar in Adolescent Development
1666X	Basic Concepts of Statistics
or	
3666X	Intermediate Statistics and Research Design

Section B

1208X	Seminar: Personality Development in Relation to Education
1215X	Seminar: Group Processes
1216X	Psycho-Educational Appraisal
1218X	Personality Assessment
1220X	Seminar in Counseling Theory and Application: Part I
1221X	Seminar in Counseling Theory and Application: Part II
1266X	Theories of Vocational Development
1610X	Introduction to Measurement and Evaluation

Second and Third Academic Years and Summers

In addition to the doctoral thesis and other requirements for the Ph.D. described on pages 22 to 23, the program for the second and

third years consists of the following:
A major comprised of:

3215X	Seminar: Counseling Psychology: Part I
3216X	Seminar: Counseling Psychology: Part II
3217X	Practicum in Counseling Psychology
3218X	Research Seminar in Counseling
1219X	Use of Testing Information in Counseling

Plus:
A first minor generally consisting of the above required courses in Educational Psychology (1206X, 1207X, 3207X or 3208X.)
A second minor ordinarily consisting of one full course in some other department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

SCHOOL PSYCHOLOGY

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY *(SCHOOL CONSULTANT OPTION)*

This program has two purposes. In the first place, it is designed as a terminal program intended to prepare students for careers in school departments of psychological services. Graduates will be qualified to act as consultants to the total school system in the detection and solution of psycho-educational problems, including the diagnosis and remedial treatment of learning and adjustment problems in school settings. In the second place, in the case of well qualified candidates, this program is intended as one stage in the progression toward the Ph.D. in Applied Psychology (School Psychology* Option) or (Counseling Psychology* Option).

Students may enter this program with a General or Honours B.A. with concentration in psychology. Teachers with a B.A. which includes some psychology background will also be able to enter this program and arrange a course of study. Candidates with a broad background in psychology will find that they have already satisfied some of the requirements of this program.

The program normally requires a minimum residence period of one academic year and two summers, followed by a paid internship year which will ordinarily include some course work. Some students may find that they have already met many of the course requirements and thus may be able to engage in a year of full-time supervised employment in an approved setting without additional course work. The M.A. degree will be granted only upon satisfactory completion of both the academic and the internship requirements.

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*The Psychologists' Registration Act in Ontario does not permit the use of the term "psychologist" without a doctoral degree in psychology. Consequently, students planning a career in school psychology are advised to consider the Ph.D. program as the preferred route for professional preparation.

The following list of courses is divided into those normally required and those which may be selected by the student. The student and his advisor will devise an individualized program which takes into account the student's background and preferences, departmental rules, requirements already met, course availability, and the internship placement.

Normal Requirements

1206X	Seminar: Learning and Cognitive Processes in Education
or	
1207X	Seminar: Motivation in Education
1211	Seminar and Practicum in School Psychology
1215X	Seminar: Group Processes
1216X	Psycho-Educational Appraisal
1666X	Basic Concepts of Statistics

One graduate half-course in education from the following fields:

(a) philosophy of education
(b) comparative education or history of education
(c) sociology in education

A master's thesis

Options

1201X	Child and Adolescent Psychology
1202X	Theories and Techniques of Counseling
1203X	Practicum in Counseling
1208X	Seminar: Personality Development in Relation to Education
1209X	Seminar: Social Psychology and Education
1214X	Seminar: Sensory and Perceptual Processes in Education
1217X	Verbal and Non-Verbal Techniques for Modifying Behavior
1218X	Personality Assessment
1222X	Application of Reinforcement-Learning Theory to Behavior Problems in the Schools
1252X	Individual Reading and Research in Applied Psychology
1289X	Seminar: Special Education for School Consultants
3207X	Research Seminar in Child Development
3208X	Research Seminar in Adolescent Development

Other courses approved by the Department.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY *(SCHOOL PSYCHOLOGY OPTION)*

This program is intended to prepare a person to help in the solution of practical psycho-educational problems *(see Master of Arts Program, School*

Consultant Option) as well as to be involved in theoretical and scientific pursuits broadly related to the total school situation. A graduate of this program would probably find himself in a position of greater administrative responsibility than would a graduate of our master's program. In such a position, problems might involve increasingly some aspect of the school system rather than the cases of individual children. Such problems put a premium on knowledge of, and ability to use, general behavioral principles in a systematic way, requiring more extensive and intensive preparation than is usually the case for positions requiring the master's degree.

This doctoral program normally requires a minimum residence period of three academic years and four summers for a student entering with the Honours B.A. in psychology. The candidates will not normally be granted a Master of Arts degree at the end of the first year. However, under certain circumstances, it will be possible for a student to enroll at the end of the first year in an M.A. program consisting of additional work and a thesis. With additional make-up work, it may also be possible to transfer to other doctoral programs in the Department. The four summers of required work shall be mainly spent in supervised internship settings. Candidates will ordinarily begin the program in the Summer Session (July-August) prior to the opening of the regular academic year.

The following list of courses is divided into those normally required and those which may be selected by the student. The student and his advisor will devise an individualized program which takes into account the student's background and preferences, departmental rules, requirements already met, course availability, and internship placements.

Normal Requirements

Three to be selected from the following five "core" courses:

1206X	Seminar: Learning and Cognitive Processes in Education
1207X	Seminar: Motivation in Education
1209X	Seminar: Social Psychology and Education
3207X or	Research Seminar in Child Development
3208X	Research Seminar in Adolescent Development

and all of:

1211	Seminar and Practicum in School Psychology
3202	Research Seminar and Practicum in School Psychology
1215X	Seminar: Group Processes
1216X	Psycho-Educational Appraisal
1666X	Basic Concepts of Statistics
3666X	Intermediate Statistics and Research Design

A first minor consisting of two appropriate half-courses in the Department of Educational Theory.

A second minor ordinarily consisting of one full course in some other department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

Additional Requirements for the Degree

Dissertation
Foreign language proficiency

Options

Any optional courses listed for M.A. (School Consultant Option) and:

1214X	Seminar: Sensory and Perceptual Processes in Education
1218X	Personality Assessment
3200X	Research Seminar in Learning and Cognitive Processes: Part I
3201X	Research Seminar in Learning and Cognitive Processes: Part II
3212X	Research Seminar in Motivation in Education: Part I
3213X	Research Seminar in Motivation in Education: Part II
3252X	Individual Reading and Research in Applied Psychology: Doctoral Level

Other courses approved by the Department.

SPECIAL EDUCATION

Full programs of specialization in the field of Special Education, with the exception of an M.Ed. program, are not yet available. Meanwhile, it is possible for a special program to be worked out for the individual student seeking an M.A. or Ph.D. with an emphasis on Special Education within the framework of the Educational Psychology Program. Interested students should contact the Department of Applied Psychology.

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

This program is designed to increase the competence of teachers in special classes and to prepare staff for posts of greater responsibility in this area.

Students enrolling in this program are ordinarily expected to have had at least three recent undergraduate courses in psychology or the equivalent. When such is not the case, the following prerequisite work is required, in addition to the regular degree program:

1200X Introduction to Educational Psychology

and

1201X Child and Adolescent Psychology

The regular program for the M.Ed. degree with specialization in Special

Education consists of a minimum of eight half-courses chosen in consultation with an advisor to form a coherent sequence, as follows:

GROUP A

Two to four half-courses selected from:

1280X	Exceptional Children and Youth
1281X	The Mentally Retarded and Slow Learner
1282X	The Physically Handicapped
1283X	Psychology and Education of the Gifted
1284X	Behavior Disorders in Relation to Education
1285X	Children with Special Learning Disabilities
1286X	Educational Techniques for Emotionally Disturbed Children
1287X	Research Seminar in Psychology of Mental Retardation (This course would not ordinarily be taken by anyone who also elected 1281X)

GROUP B

1610X	Introduction to Measurement and Evaluation
or	
1205X	Individual Intellectual Assessment *and*

Three to five half-courses selected from:

1013X	Supervisory Relationships
or	
1014	Supervisory Relationships
1202X	Theories and Techniques of Counseling
1203X	Practicum in Counseling
1204X	Introduction to Personality Theory as Applied to Education
1206X	Seminar: Learning and Cognitive Processes in Education
1252X	Individual Reading and Research in Applied Psychology: Master's Level
1300	Foundations of Curriculum Development
1302X	Recent Developments in Elementary Education
1303X	Recent Developments in Secondary Education
1306X	Diagnosis and Instructional Techniques

One elective half-course.

In addition, some students may be advised to take 1288X — Individual Reading and Practicum in Special Education. Such a half-course would be in addition to the regular program of eight half-courses required for the degree.

GENERAL NOTE

It is hoped that virtually all M.A. and Ph.D. candidates in the Department of Applied Psychology will hold Graduate Assistantships. This provides supervised experience in formulating research hypotheses and training in research methodology.

Where possible, it is desirable that the student wishing to enter any of the programs offered by the Department will consult with staff members in that area to explore the student's suitability and to consider possible modification of the program to meet individual needs.

COURSES

A course is identified with this Department when the first two digits in the course number are 12 or 32.

1200X INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Analysis and application of principles of learning, motivation, and social behavior in school situations.
(E. V. Sullivan, D. W. Brison, and F. G. Robinson, Regular Session and Summer Session)

1201X CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (pre-school period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
(D. W. Brison, W. Fowler, and E. V. Sullivan, Regular Session and Summer Session)

1202X THEORIES AND TECHNIQUES OF COUNSELING

The course will be concerned with current theories of counseling and their appraisal, together with various attempts at classification. The theoretical assumptions underlying different approaches will be examined and compared.
(G. A. Casey, L. E. Pass, and D. R. Kennedy, Regular Session and Summer Session)

1203X PRACTICUM IN COUNSELING

May be taken only in conjunction with 1202X or with the permission of the instructor.
(G. A. Casey, L. E. Pass, and D. R. Kennedy, Regular Session and Summer Session)

1204X INTRODUCTION TO PERSONALITY THEORY AS APPLIED TO EDUCATION

The relationship between personality theory and research, and theory and research in other areas of psychology; an examination of the structure and dynamics of personality as seen in three or four of the major contemporary theories — e.g. dynamic theories, cognitive theories, and behavior theories, etc.; particular consideration of the relevance of these to the teacher-pupil and administrator-teacher relationships.
(H. G. Narrol and W. B. Dockrell, Regular Session)

1205X INDIVIDUAL INTELLECTUAL ASSESSMENT

Theories of intelligence; the administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, the Wechsler Adult Intelligence Scale, and the Grace-Arthur Performance Tests;

an acquaintance with selected projective techniques. Includes practicum in administration — 3 hours per week.
(C. C. Pitt and S. Miezitis, Regular Session)

1206X SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION

Learning theories and their relevance to the classroom situation; examination and comparison of current theories and research on cognitive processes.

Prerequisities: 1270X or undergraduate course in Psychology of Learning.
(E. V. Sullivan, Regular Session)

1207X SEMINAR: MOTIVATION IN EDUCATION

An examination of contemporary motivational theorizing, including neuro-physiological and psychological studies related to arousal and activation, and current research on curiosity, conflict, frustration, and aggression.

Prerequisites: 1271X or undergraduate course in Psychology of Motivation; or Honours B.A. or equivalent in psychology.
(H. I. Day, Regular Session)

1208X SEMINAR: PERSONALITY DEVELOPMENT IN RELATION TO EDUCATION

An examination of research into various aspects of personality and behavior modification, including studies of psychotherapy and the conditioning therapies.

Prerequisite: 1204X
(B. J. Quarrington, Regular Session)

1209X SEMINAR: SOCIAL PSYCHOLOGY AND EDUCATION

Current research in experimental social psychology, and the implications of theory and data for an understanding of social behavior in educational settings. The main research areas considered are: behavioral dependence and interdependence; interpersonal influence; attitudes and attitude change; cognitive consistency.

Prerequisites: 1272X or undergraduate course in Social Psychology; or Honours B.A. or equivalent in psychology.
(A. M. Marcus, Regular Session)

1210X THE LEARNING OF MATHEMATICAL CONCEPTS

The nature of mathematical structures; the relationship of contemporary theories of cognition and intellectual processes to the learning of structured material; affective states and rational behavior; developmental states in thought processes; current research. This course is intended primarily for students in Applied Psychology and Ph.D. students in the Department of Curriculum who are specializing in mathematics.

Prerequisites: Background in mathematics, Introductory Psychology, and two additional psychology courses.
(F. G. Robinson and S. M. Avital, Regular Session)

1211 RESEARCH SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY

A course at the M.A. level concerned with the examination and discussion of professional relationships in schools, and the strategies of applying psychological skills to educational problems in the school.
(H. Silverman, Regular Session)

1214X SEMINAR: SENSORY AND PERCEPTUAL PROCESSES IN EDUCATION

Anatomy and physiology of the human sense organs, with discussion and practice of sensory measurement techniques. Examination of the psychology and theories of perception. Emphasis will be given to a consideration of sensory disabilities and limitations as they affect learning in school children.
(Not offered in 1968-69)

1215X SEMINAR: GROUP PROCESSES

This is an advanced course intended for students with a background in social psychology. It will be concerned with group dynamics, sensitivity training, and the theoretical and practical problems of group interaction, group problem-solving, and communication. Personal participation and development within groups will receive major emphasis.
(Staff, Regular Session)

1216X PSYCHO-EDUCATIONAL APPRAISAL

Theory and practice in psychological assessment techniques; dimensions of learning ability. Main emphasis on the child population. Includes practicum in administration — 3 hours per week.
(Staff, Regular Session)

1217X VERBAL AND NON-VERBAL TECHNIQUES FOR MODIFYING BEHAVIOR

A number of approaches to behavior change, new and traditional, verbal and non-verbal, will be surveyed in attempting to interpret and reconcile them within a reinforcement-learning model. The application of these approaches within the educational system will also be discussed.
(H. G. Narrol, Regular Session)

1218X PERSONALITY ASSESSMENT

A survey of methods of personality assessment including group psychometric instruments, and an introduction to projective theory and tests. The course will include experiences in integrating test data and writing psychological reports based on these data. Includes practicum in administration — 3 hours per week.
(Staff, Regular Session)

1219X USE OF TESTING INFORMATION IN COUNSELING

An attempt to integrate interest and personality inventory information for effective use in the counseling setting.

Prerequisite: 1610X
(Staff, Regular Session; not offered in 1968-69)

1220X SEMINAR IN COUNSELING THEORY AND APPLICATION: PART I

This course involves studies of theories of counseling and psychotherapy and a practicum in counseling. Designed specifically for students in the first year of the Ph.D. program in counseling.

To be taken concurrently with 1221X.
(A. M. Borresen and J. C. Weiser, Regular Session)

1221X SEMINAR IN COUNSELING THEORY AND APPLICATION: PART II

To be taken concurrently with 1220X.
(A. M. Borresen and J. C. Weiser, Regular Session)

1222X APPLICATION OF REINFORCEMENT-LEARNING THEORY TO BEHAVIOR PROBLEMS IN THE SCHOOLS

A seminar and practicum consolidation of the content presented in course 1217X.
(H. G. Narrol, Regular Session)

1223X SEMINAR: EDUCATIONAL APPLICATIONS OF THE PSYCHOLOGY OF COMMUNICATION

Described under the Department of Adult Education.
(D. S. Abbey, Regular Session)

1240 RESEARCH SEMINAR IN MEDICAL EDUCATION

A systematic application of theory and research in educational psychology to the problems of learning and teaching in medical school. Emphasis is placed on cognitive, personality, motivational, and social factors influencing education in a medical setting; on problems of student selection; on evaluation of student performance; on transfer of training from preclinical and clinical knowledge to clinical performance; on new instructional methods and media in medical education; and on the measurement and facilitation of diagnostic and decision-making ability in clinical practice. Students will be expected to review the current literature in medical education and to participate in ongoing research projects in medical education in the Faculty of Medicine.

Prerequisites: M.D. degree and permission of the instructor.
(D. P. Ausubel, Regular Session)

1252X INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics which are of particular interest to the student and which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1260X FOUNDATIONS OF GUIDANCE AND COUNSELING

A course which provides opportunities for the exploration and unification of principles of guidance and counseling and their implications for guidance. The development of a critical attitude concerning areas such as testing, counseling, teaching and administrative methods, curriculum, etc., is included. Concepts relating to the dignity of man and human relationships are explored and examined.
(J. M. R. Skinner, Regular Session and Summer Session)

1261X GROUP WORK IN GUIDANCE

Presentation of models of group work processes, as well as of current theory applicable to group work in guidance. Students will be expected to develop a catalog of skills and ideas useful in the school setting and to develop communication skills essential to group work.

Prerequisite: 1260X
(R. C. Harris, Regular Session and Summer Session)

1262X ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

A course for professional guidance workers. Principles, problems and procedures in organization and administration of guidance services in a single elementary or secondary school, a municipal or provincial system, and a constellation of schools within such a system. Particular attention will be given topics such as: functions of school personnel in guidance; in-service training; integration of school and community resources; coordination of elementary, secondary, and post-secondary school programs; guidance testing programs; information services; placement and follow-up activities.

Prerequisites: 1260X or Ontario first certificate in Guidance, 1261X, 1202X, 1203X and 1610X (or equivalent courses)
(E. E. Huff and J. A. Linklater, Regular Session and Summer Session)

1266X THEORIES OF VOCATIONAL DEVELOPMENT

A study of current research and literature regarding vocational choice. Students will spend a considerable portion of their time developing the implications of research findings for the guidance programs in which they may work.
(R. C. Harris, Regular Session and Summer Session)

1267 ADVANCED PRACTICUM IN COUNSELING

Offered in summers only, particularly for M.Ed. students.

Prerequisites: 1202X, 1203X, and permission of the instructor.
(A. M. Borresen and G. A. Casey, Summer Session only)

1270X INTRODUCTION TO LEARNING THEORY IN EDUCATION

A survey of theoretical approaches to the study of learning. Emphasis will be placed on the contribution of learning theory to the understanding of classroom learning. Contemporary, cognitive and neobehavioristic positions will be examined in detail.
(D. R. Olson, D. W. Brison, E. V. Sullivan, Regular Session)

1271X INTRODUCTION TO THE PSYCHOLOGY OF MOTIVATION IN EDUCATION

A survey of motivational theory; intended to prepare the student for a closer relationship between motivational theory and classroom learning.
(H. I. Day, Regular Session)

1272X INTRODUCTION TO SOCIAL PSYCHOLOGY IN EDUCATION

An overview of the field including the methodology of social research and research problems of current interest. Although the primary emphasis is on the theory and data of experimental social psychology, some attention is devoted to applications to social behavior in everyday life and in educational settings.
(A. M. Marcus, Regular Session)

1273X INTRODUCTION TO EXPERIMENTAL METHODS IN EDUCATIONAL PSYCHOLOGY

Students will design and conduct simple experiments. Problems in research design and methodology will be studied. Techniques with special relevance to educational research such as observational techniques, structured interviews, and operant analysis of disruptive classroom behavior will be covered.
(Staff, Regular Session)

1280X EXCEPTIONAL CHILDREN AND YOUTH

The emphasis will be on the psychology of the exceptional, not on programs for them, though some reference to the latter will be included. Several of the following groups will be considered: on the one hand the blind and partially sighted, the hard of hearing and deaf, the speech defective, the brain-damaged, and the mental defective; and on the other hand the intellectually gifted.
(Staff, Summer Session only)

1281X THE MENTALLY RETARDED AND SLOW LEARNER

Identification, etiology, and the intellectual, social, and emotional development of the mentally retarded; educational programs, social and occupational adjustment and parent counseling. Supervised field study of eight half-days will be included.
(D. Shipe, Regular Session and Summer Session)

1282X THE PHYSICALLY HANDICAPPED

The psychology of children and youth with such types of disability as impaired vision, impaired hearing,

defective speech, crippling conditions, epilepsy, chronic medical disorders, multiple handicaps; psychological and medical bases of adjustments in curriculum and instructional methods; educational programs in regular classes, special classes, hospitals, and the home; emotional and social adjustment; counseling of parents and pupils. Supervised field study of eight half-days will be included.
(J. A. Tuck, Regular Session and Summer Session)

1283X PSYCHOLOGY AND EDUCATION OF THE GIFTED

Identification, intellectual, social, and emotional development of the gifted; educational programs in regular and special classes. Supervised field study of eight half-days will be included.
(S. Miezitis, Regular Session)

1284X BEHAVIOR DISORDERS IN RELATION TO EDUCATION

The range of behavior disorders in children and youth: e.g., neurotic behavior, organic conditions, psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations, and readings.
(E. J. Rosen and C. Campbell, Regular Session and Summer Session)

1285X CHILDREN WITH SPECIAL LEARNING DISABILITIES

Characteristics of SLD children (also called perceptually impaired, minimal brain-damaged, etc.); identification: differentiation from mentally retarded, emotionally disturbed, remedial reading problems; programs in regular classes, special classes; special instructional procedures; counseling of parents and pupils; observation of special classes.
(L. Lazar, Regular Session)

1286X EDUCATIONAL TECHNIQUES FOR EMOTIONALLY DISTURBED CHILDREN

A survey of psychodynamic and educational management techniques used with children with learning difficulties due to developmental disorders, cerebral dysfunctions, specific cognitive disorders (language, reading) and psychiatric behavior disorders, with particular reference to the methods used in special classes for selection, investigation, and remedial treatment of these varied conditions.

Prerequisite: 1284X
(E. J. Rosen, Regular Session)

1287X RESEARCH SEMINAR IN THE PSYCHOLOGY OF MENTAL RETARDATION

Though not exclusively so, course emphasis will be placed on research in mental retardation, with special emphasis on psychological aspects. Areas covered include definitions and epidemiology, biological and sociocultural factors as related to intelligence, educational programs, and family and vocational counseling. Personality and learning theories, and research as applied to mental retardation, will be discussed.

A student is not ordinarily permitted to take both 1281X and 1287X.
(D. Shipe and J. B. Fotheringham, Regular Session)

1288X INDIVIDUAL READING AND PRACTICUM IN SPECIAL EDUCATION

This course consists of specialized study in a particular area of special education, conducted under the direction of a staff member; appropriate field experience is emphasized.
(Staff, Regular Session)

1289X SEMINAR: SPECIAL EDUCATION FOR SCHOOL CONSULTANTS

Discussion of research findings pertaining to the identification and the intellectual, social, and emotional development of various groups of exceptional children including the gifted, the mentally retarded, and the emotionally disturbed. Field observation and evaluation of special programs for exceptional children are included.
(Staff, Regular Session)

Note: The 3200 series of research seminars is intended primarily for doctoral students in the Department of Applied Psychology. M.A. students may enroll in 3207X and 3208X. Basic research in the area of specialization is reviewed with a special emphasis on formulating testable hypotheses which might lead to a contribution to the field of educational psychology.

3200X RESEARCH SEMINAR IN LEARNING AND COGNITIVE PROCESSES: PART I

Note: Ordinarily 3200X and 3201X must be taken as a full course. With the permission of the individual student's faculty advisor and the course instructor, however, in some cases it is possible for a student to register separately for 3200X or for 3201X.
(D. R. Olson, Regular Session)

3201X RESEARCH SEMINAR IN LEARNING AND COGNITIVE PROCESSES: PART II

See note under 3200X.

Prerequisite: 3200X
(D. R. Olson, Regular Session)

3202 RESEARCH SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY

A Ph.D.-level course designed to provide familiarity with schools and school systems, and to develop skills in integrating the psychological knowledge and methodology necessary for providing services to schools. Research projects will be developed around some of the relevant problem areas.
(F. S. Wilson and associates, Regular Session)

3207X RESEARCH SEMINAR IN CHILD DEVELOPMENT

(D. P. Ausubel, Regular Session)

3208X RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT

(D. P. Ausubel, Regular Session)

3209X RESEARCH SEMINAR IN COGNITIVE AND LANGUAGE DEVELOPMENT

(D. R. Olson, Regular Session)

3210X RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION: PART I

(Staff, Regular Session)

3211X RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION: PART II

Prerequisite: 3210X
(Staff, Regular Session)

3212X RESEARCH SEMINAR IN MOTIVATION IN EDUCATION: PART I

(H. I. Day, Regular Session)

3213X RESEARCH SEMINAR IN MOTIVATION IN EDUCATION: PART II

Prerequisite: 3212X
(H. I. Day, Regular Session)

3215X SEMINAR—COUNSELING PSYCHOLOGY: PART I

For students in the Ph.D. program in counseling psychology. A continuation of studies begun in 1220X and 1221X.

Prerequisites: 1220X and 1221X or the equivalent.

Corequisites: 3216X and 3217X
(A. M. Borresen and J. C. Weiser, Regular Session)

3216X SEMINAR—COUNSELING PSYCHOLOGY: PART II

Corequisites: 3215X and 3217X
(A. M. Borresen and J. C. Weiser, Regular Session)

3217X PRACTICUM IN COUNSELING PSYCHOLOGY

May be taken only in conjunction with 3215X and 3216X.
(A. M. Borresen and J. C. Weiser, Regular Session)

3218X RESEARCH SEMINAR IN COUNSELING

(R. M. Laxer, Regular Session)

3220X ANALYSIS OF LEARNING TASKS

Analysis at both the theoretical and practical level of what has been learned and what should be learned in order to reach stipulated educational objectives. Social learning, emotion, motor skills, cognitive skills, and formal school material is analyzed. The relevance of psychological theory to this process is examined.

Prerequisite: Open only to doctoral students in Applied Psychology.
(C. Bereiter, Regular Session)

3252X INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: DOCTORAL LEVEL

Description as for 1252X but at the doctoral level.

SOCIOLOGY IN EDUCATION

Department of Sociology in Education

Chairman: J. J. Loubser, Ph.D. (as of June 1, 1968)

PROGRAMS OF SPECIALIZATION

Full programs in this special field are being developed but are not yet available.

However, special programs leading to an M.Ed., M.A., or Ph.D. can be worked out for individual students concentrating in Sociology in Education. Such programs would include courses in Sociology in Education as listed on pages 105 to 106, together with related courses in the Department of Educational Theory or in other departments of the School of Graduate Studies, appropriate to the individual's particular interests and background.

Inquiries may be directed to Dr. J. J. Loubser, Chairman-Designate of the Department of Sociology in Education.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39.

1952X INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1980 RESEARCH SEMINAR IN SOCIOLOGY IN EDUCATION

An introduction to sociology in education for students following a program of concentration in this field. Consideration will be given to such topics as: the work setting — school status and authority systems; the teacher in the school setting — models of the job, types and stages of careers; the community setting — social class, ethnic and religious groups in relation to the school; social change and the school — the impact of technology, patterns of community growth.
(Staff, Regular Session)

1982X SCHOOL AND SOCIETY

An introduction to sociology in education for students other than those following a program of concentration in this field. Consideration will be given to such topics as social structure and the role of the school, educational policy, and social policy.
(C. Watson, Regular Session)

1983X THE MODERN CITY: EDUCATION AND URBAN SOCIETY—PART I

Examines the city both as a significant development in world civilization and as a working mechanism guided by contemporary policies, and studies human behavior in its multifaceted relations with the urban environment. To be taken concurrently with 1984X, except in the Summer Session, when a student may enroll in 1983X only.
(W. Michelson, Regular Session)

1984X THE MODERN CITY: EDUCATION AND URBAN SOCIETY—PART II

To be taken concurrently with 1983X.
(W. Michelson, Regular Session)

1985X THE SCHOOL AND THE SOCIOLOGY OF WORK: PART I

Basic structural characteristics of modern industrial societies and their educational institutions are analyzed to provide a background for the interpretation of occupational groups and structures. This is a course aimed at providing school personnel with a knowledge of industrial structure, sociology of industry, and is an option in the Sociology in Education course. To be taken concurrently with 1986X. With special permission of the instructor, 1985X or 1986X may be taken as separate half-courses.
(E. B. Harvey, Regular Session)

1986X THE SCHOOL AND THE SOCIOLOGY OF WORK: PART II

See description of 1985X.

3952X INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: DOCTORAL LEVEL

Description as for 1952X, but at the doctoral level.

3983 SEMINAR IN URBAN SOCIOLOGY
(listed in the Department of Sociology as 2011: Urban Sociology)

This seminar will first concentrate on important issues in urban sociology. Particular, but by no means exclusive, attention will be paid to the interaction of the physical environment with the social, cultural, and personality systems in cities. The seminar will then design and carry out research on one of these issues.
(W. Michelson, Regular Session)

Higher Education

PROGRAMS OF SPECIALIZATION

Four graduate half-courses specifically in the field of Higher Education are now offered: 1801X-1802X — Studies in the History of Higher Education in Canada, Parts I and II, under Professor R. S. Harris; and 1803X-1804X — Recurrent Issues in Higher Education, Parts I and II, under Professor E. F. Sheffield. These seminars are open as electives to degree candidates in the Department of Educational Theory or in other departments of the School of Graduate Studies.

In addition, they may form the core of a graduate degree program for individual students seeking a degree with specialization in the field of Higher Education. Individualized programs for such students would include other courses in Educational Theory or in other departments of the School of Graduate Studies, consistent with their background and interests, and selected with the approval of the student's faculty advisor.

COURSES

A course is identified as Higher Education when the first two digits in the course number are 18 or 38.

1801X STUDIES IN THE HISTORY OF HIGHER EDUCATION IN CANADA: PART I

Studies in the development of Canadian universities, with reference also to professional schools, teachers' colleges, technical institutes, etc., in the context of comparable developments elsewhere in the English- and French-speaking worlds.
Normally to be followed immediately by 1802X.
(R. S. Harris, Regular Session; not offered in 1968-69)

1802X STUDIES IN THE HISTORY OF HIGHER EDUCATION IN CANADA: PART II

Prerequisite: 1801X
(R. S. Harris, Regular Session; not offered in 1968-69)

1803X RECURRENT ISSUES IN HIGHER EDUCATION: PART I

An examination of recurring questions about higher education. Sample topics include: Who should receive higher education? Of what kinds? In what types of institutions? What should be studied? Who should teach? How? What is the role of research? How should institutions of higher education be governed? Financed? Related to Government?
Normally to be followed immediately by 1804X.
(E. F. Sheffield, Regular Session)

1804X RECURRENT ISSUES IN HIGHER EDUCATION: PART II

Prerequisite: 1803X

(E. F. Sheffield, Regular Session)

3852X INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student which are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Medical Education

PROGRAM FOR MASTER OF ARTS WITH SPECIALIZATION IN MEDICAL EDUCATION

In cooperation with the Faculty of Medicine of the University of Toronto, the Graduate Department of Educational Theory is prepared to accept a limited number of candidates to an M.A. program for persons engaged in or intending to engage in medical education. While the actual composition of the program will be varied in accordance with the particular background and interests of each candidate, all will be required to include Course 1240 — Research Seminar in Medical Education. (For description of this seminar see page 97.)

Interested students should seek further information from the Office of the Coordinator of Graduate Studies or from Professor John F. Flowers, Director of Educational Research in the Faculty of Medicine.

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